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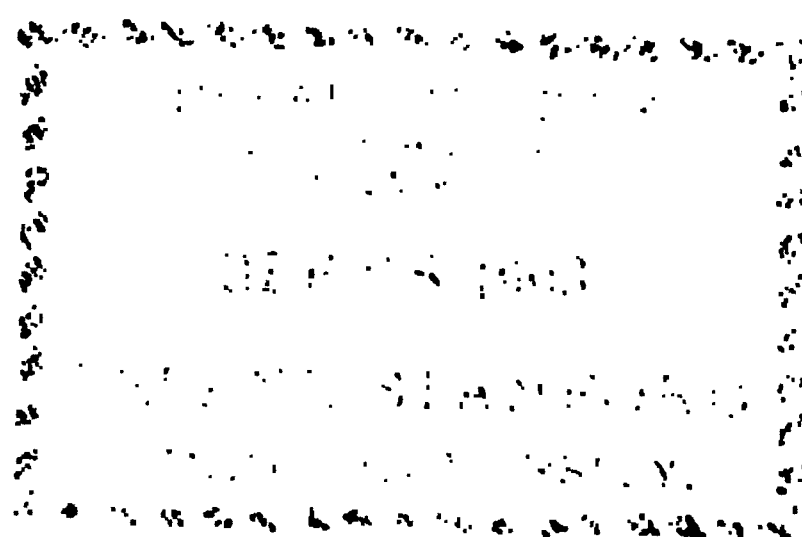
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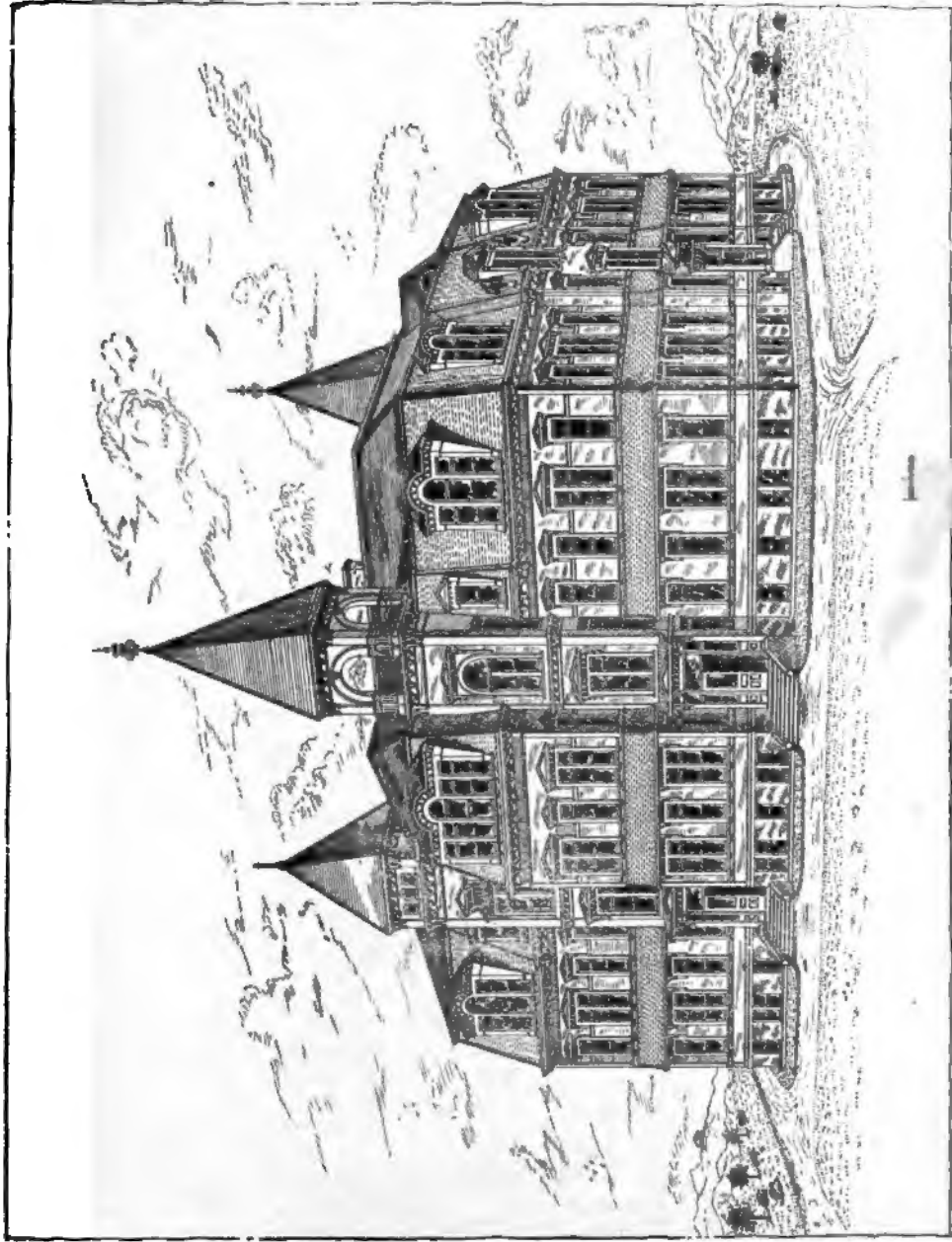
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COUNTY ACADEMY AND PUBLIC SCHOOL LUNENBURG, 1896.

ANNUAL REPORT

OF THE

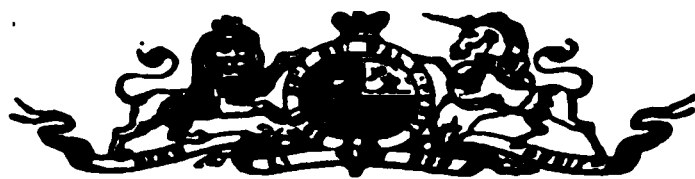
SUPERINTENDENT OF EDUCATION

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA,

FOR THE YEAR ENDED 31st JULY,

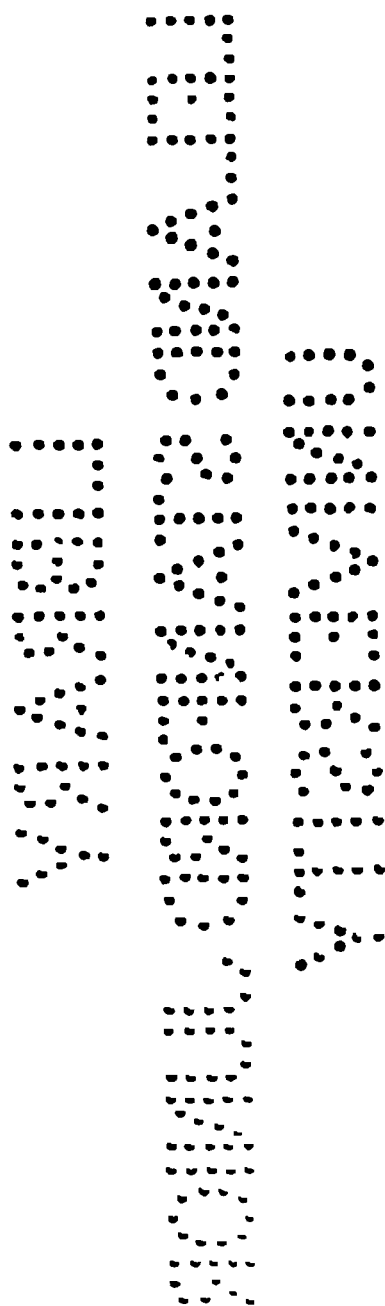
1896.



HALIFAX, N. S.:

COMMISSIONER OF PUBLIC WORKS AND MINES, QUEEN'S PRINTER.

1897.



EDUCATION OFFICE.

HALIFAX, *January, 1897.*

SIR :—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended July 31, 1896.

I am, with respect,

Your obedient servant,

A. H. MacKAY,

Superintendent of Education.

To the HON. GEORGE H. MURRAY, M. P. P.,
Provincial Secretary.

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PART I.

GENERAL REPORT, 1896.

ANNUAL REPORT
ON THE
PUBLIC SCHOOLS OF NOVA SCOTIA.
1895-96.

TO HIS HONOR MALACHY BOWES DALY,
Lieutenant-Governor of Nova Scotia:

MAY IT PLEASE YOUR HONOR,—

I beg in accordance with the law, to submit my annual report on the Public Schools of the Province, for the School Year ended 31st July, 1896.

For much detail that might otherwise appear in this Annual Report, I refer you to the two numbers of the *Journal of Education*, issued according to law in April and October respectively, which contain, among other items, a list of teachers, with the amount of the Provincial Grant paid each, and of the school sections, with the amount of County Fund distributed to each.

GENERAL SUMMARY.

The number of schools during the year increased from 2,305 to 2,312; the pupils enrolled from 100,555 to 101,032; the number of Normal School trained teachers from 616 to 690; and the "total days' attendance" made by pupils, from 10,773,255 to 11,061,572.

The amount of money raised by sectional assessment was less than that of the previous year by a comparatively small amount, a little over \$2,000; but the total Provincial grants were greater by over \$3,500, thus making the total expenditure for public education about \$1,500 greater than that of 1895.

On account of the increased attendance at school, however, the cost of education per pupil was reduced about three cents. The total cost this year, including all assessments on the school sections, the county assessment, and all payments from the Provincial Treasury to teachers of Common, High Schools, Normal School, &c., and for the general administration, was for each pupil enrolled \$8.05, or for each pupil "daily present on an average," \$15.06.

The corresponding cost per pupil (daily present on an average) for all the schools of the United States in 1895, was \$18.98. For pur-

poses of comparison with various portions of the United States, it may be mentioned that the average cost for the 9 North Atlantic States, from Maine to Pennsylvania, was \$26.84; for the 9 South Atlantic States, (including the district of Columbia), from Delaware to Florida, \$8.59; for the 8 South Central States, from Kentucky to Texas, \$7.69; for the 12 North Central States, from Ohio to Kansas, \$21.60; and for the 11 Western States from Montana to California, \$28.91, per pupil daily present on an average.

While the Provincial Grant gave to all classes of teachers the full original amount, exactly, there was a fall in the average salaries of every class except that of academic female teachers. While this is owing mainly to the increased economy of trustees, in cutting down salaries to the extent of about \$22,000, it is also, no doubt, in great part due to the fact, that the stringency in the supply of teachers caused by the advance in qualifications required by the changes inaugurated in 1893, is now passed; and the inevitable result of a full supply has at last overtaken the gradual and hopeful increase in salaries during the previous three years. This cause is suggested by the regular and large increase in the number of teacher's licenses granted from year to year since 1893, which is shown in the following table:

	1893.	1894.	1895.	1896.
Licenses.....	218.	250.	365.	513.

So far, however, the country has lost nothing, for although the sum total of the salaries was less than that of the previous years, the sum total of the qualifications of the teachers for doing effective work was more. It is to be hoped, however, that salaries may not continue to fall, for if they do the tendency, as elsewhere, will be to draw many of the abler men into the more remunerative professions. And the best system in the world can not produce good results without good teachers.

From the reports of some of the inspectors it will be seen, that many sections were without schools on account of the lowness of the remuneration offered—so low that young men prefer trying nearly anything else to teaching. In many places this evil is mainly the result of the indiscreet action of boards of school commissioners years ago, who gave way to the folly of ratepayers who thought it a boon to have small school sections, no matter how poor, that school houses might be near everybody. Some of these school commissioners have passed away; but their work remains, and may for many years of general suffering yet, before a strong measure can be applied to undo the errors. And when that day comes, there will, of course, be more suffering, as when a badly set bone is broken in order to be re-set.

Another interesting feature of the changes in the law referred to, is its reversal this year of the tendency going on in this and other provinces during the last half century. Female teachers were increasing in number year after year, while male teachers were,

although in a less proportion, as regularly decreasing. This year female teachers number *three* less, while male teachers number *forty-two* more.

The improvement in school buildings and grounds still continues above the normal of late years. although a sum \$2,000 less than last year was voted for such purposes by the sections. It is yet, however, nearly 50 per cent. above the average of the two years preceding 1893, being \$75,881 against \$51,000.

The High School work as tested by the Provincial Examination, has rapidly accommodated itself to the new standard set. Nothing will show this more clearly than the series of results of the examinations from the last year of the "Teachers' Examination." The popularity of the present system is indicated by the rapidly growing number of candidates presenting themselves from year to year, as can be seen from the following statistics:—

	1892.	1893.	1894.	1895.	1896.
No. of Candidates examined.....	1,431	1,506	1,922	2,399	2,517
No. received Grade applied for.....	175	598	760	684	1,313

And lastly, the Normal School, with its additional facilities, reinforced by the neighboring School of Agriculture, is giving a better training to the teachers graduating. Attendance for the minimum time prescribed is not sufficient to win a diploma from the institution, even when it is combined with a university career which has not developed an effective method of teaching the subjects which should be taught in our common schools. A teacher who is a graduate of a university, no matter how distinguished in classical, mathematical or literary lore, if he has not the other accomplishments required, is not a fit and proper person to take charge of a country school, or of any schools as a principal, although he is infinitely superior to the same style of man or woman who has had no university training. For the tendency of such teachers has in the main been to exalt, in the sentiment of the school, all those qualities of literary success which point directly to the now over-crowded professions. Most pupils are looked upon without interest, and a bias in the industrial directions is neither created nor stimulated among them. The teacher which the Normal School and School of Agriculture are now endeavoring to produce, in addition to the old standard requirements, must have such a knowledge of the science of the common things to be met with in the rural and other sections, as to enable him to interest the young in their own surroundings, with a poetical, patriotic and scientific interest which dignifies industrial labor and invention in their minds, and aids them, so far as there may be room, to remain in their own country and in the development of the home resources, the value and possibilities of which are tactfully pointed out to them. The teachers themselves are therefore required to take practical courses in manual work of various kinds, such as wood work, chemical and physical work, biological work, with short courses in different practical depart-

ments of agriculture and horticulture. And to aid teachers who are permanently engaged, and who had not such facilities in their time, the School of Agriculture next summer is to be kept open during the summer vacation. In fact, a commencement was made during the last summer, when some teachers spent the vacation in advancing their knowledge of practical agricultural subjects for the benefit of their school sections. Others in like manner spent three weeks of their vacation at the Summer School of Science with a similar object in view. In a few years it is hoped we may begin to note some effects of this effort to create an industrial sentiment in the common schools, a sentiment which is also quite compatible with the rise of those specially fitted for the literary professions as well as stimulating to the increase of those entering the various present and possible scientific professions. It is now found that the trained teachers are increasing in the profession, and the realization of our hopes appear to be bound up with the continuation of such increase. The statistics of the last four years which follow are therefore encouraging :—

	1893.	1894.	1895.	1896.
Normal School trained teachers . .	403	499	616	690

STATISTICAL ABSTRACT.

For a general view of the more important details of the state and progress of education during the year, the following abstract of the statistical tables is presented here:—

1.—SECTIONS.

	1895.	1896.	Dec.	Inc.
School Sections in Province.....	1894	1896	....	2
Sections without school	161	171	....	10

2.—SCHOOLS.

Schools in operation	2305	2312	....	7
“ session 50 days or under	16	13	3	....
“ “ 50 to 100 days	55	55	....	....
“ “ 100 to 150 “	127	138	....	11
“ “ 150 to 200 “	294	291	3	....
“ “ 200 but under full term.	955	935	20	....
“ “ full term, 216 days....	858	850	....	22
Average days in session	198.7	199.8	....	1.1

3.—TEACHERS.

Number of Teachers.....	2399	2438	....	39
“ “ Normal trained	616	690	....	74
Class A, Male.....	49	50	....	1
“ A, Female.....	6	10	....	4
“ B, Male	142	157	....	15
“ B, Female	183	199	....	16
“ C, Male	178	181	....	3
“ C, Female	900	840	60	....
“ D, Male.....	171	194	....	23
“ D, Female.....	770	807	....	37

	1895.	1896.	Dec.	Inc.
Total Male Teachers	540	582	....	42
" Female Teachers.....	1859	1856	3	....
New Teachers	345	361	....	16
Teachers, Service 1 year or under.....	389	452	....	63
" " 1 to 2 years	239	246	....	7
" " 2 to 3 "	276	265	11	....
" " 3 to 4 "	281	239	42	....
" " 4 to 5 "	224	224	....	....
" " 5 to 7 "	310	316	....	6
" " 7 to 10 "	255	251	4	....
" " 10 to 15 "	202	197	5	....
" " 15 to 20 "	113	122	....	9
" " 20 to 30 "	110	112	....	2
" " 30 and over .....	....	14	....	14

4.—ATTENDANCE.

	1895.	1896.	Dec.	Inc.
Pupils on Register, 1st quarter.	77,566	78,766	...	1,200
" " 2nd " .	88,177	89,088	....	911
" " 3rd " .	91,136	92,983	....	1,847
" " 4th " .	99,625	100,244	....	619
Av. Daily Attend., 1st quarter.	53,673	54,088	....	415
" " 2nd " .	51,748	52,754	....	1,006
" " 3rd " .	48,344	51,450	....	3,105
" " 4th " .	52,349	53,797	....	1,448
Tot'l Days' Attendance for year	10,773,255	11,061,572	....	288,317

5.—CLASSIFICATION OF PUPILS.

Grade I (and Kindergarten) ..	19,470	18,893	577	....
" II	13,042	13,384	....	342
" III	12,361	12,385	....	24
" IV	13,011	13,195	....	184
" V	10,833	10,893	....	60
" VI	9,711	9,138	573	....
" VII	9,854	9,913	....	59
" VIII	6,745	7,115	....	370
Total in Common Schools..	95,027	94,916	111	....
Grade IX	3,553	4,008	....	455
" X	1,331	1,482	....	151
" XI	576	536	40	....
" XII	68	90	....	22
Total in High Schools.....	5,528	6,116	....	588
Total in Public Schools ...	100,555	101,032	....	477
Full Academic High School Students	1,492	1,539	....	47
Full Non-Academic do. do.	2,593	2,928	....	335
Partial High School Students.	1,174	1,649	....	475

6.—SECTION STATISTICS.

	1895.	1896	Dec.	Inc.
Value of property in section...	\$78,702,374	\$78,847,559	....	\$145,185
“ school prop’ty in section	1,401,155	1,513,131	....	111,976
Total vote at annual meeting.	453,144	450,972	2,172	....
Voted for buildings & repairs.	77,838	75,881	1,957	....
Paid for teachers’ salaries....	375,725	353,921	21,800	....
Volumes in library of school..	8,274	7,929	345	....
No of maps, charts, globes, etc.	7,138	7,138	....	....
Value of scientific app. and col.	\$7,106	10,775	....	3,669
Value of total literary and scientific	32,703	38,876	....	5,172

7.—TOTAL EXPENDITURE.

Total Provincial Grants.....	\$238,760	\$242,345	....	\$3,584
“ County funds	119,900	120,018	....	118
“ Section assessment....	453,144	450,972	2,172	....
<hr/>				
Total expenditure, Public Edu- cation	\$811,804	\$813,335	....	1,531

8.—ENROLMENT AND AVERAGE ATTENDANCE OF PUPILS.

	1895.	1896.	Dec.	Inc.
Total annual enrolment.....	100,555	101,032	....	477
Daily present on an average	54,006	54,015	....	9

9 —TOTAL COST PER PUPIL.

In annual enrolment.....	\$ 8.08	\$ 8 05	\$0 03	....
Daily present on an average.....	15.03	15.06	....	\$0.03

10.—COST TO (a) SECTION, (b) COUNTY, AND (c) PROVINCIAL FUNDS.

(a.) Section Assessment per Pupil.

In annual enrolment	\$ 4.51	\$4.46	\$0.05	....
Daily present on an average	8.39	8.35	0.04	....

(b.) County Assessment per Pupil.

In annual enrolment	\$ 1.19	\$1.18	\$0.01	....
Daily present on an average	2.22	2.22	....	....

(c.) Provincial Grant per Pupil.

In annual enrolment	\$2.38	\$2.40	....	\$0.02
Daily present on an average	4.42	4.49	....	0.07

FROM 1850 TO 1896.

I present in the following table a statement of the leading educational statistics of the province from 1850, the year in which the first Superintendent of Education was appointed, down to the present year.

To simplify the statistics by having a single measure for each year, I give the average of the summer and winter term statistics in the cases of the number of teachers employed, the enrolment of pupils, and, where they could be obtained, the "daily average" in attendance, and the "percentage" of those enrolled daily present on an average.

In the remaining columns are given the sums of the expenditures for each half of the year, as they are recorded in the reports of the various Superintendents as published in the Journals of the Provincial Legislature. The pounds, shillings and pence prior to 1860 are converted into dollars at the rate of £1 = \$4.

In the earlier statistics up to 1865, the "grammar school" pupils and their cost to the section and the provincial treasury are not given. If these figures could be obtained it would slightly raise the number of pupils, and at a higher ratio the cost per pupil. The difference, however, would be but a small fraction. In fact, it was not until the year 1887 that it became the custom of the Superintendent to include in his total provincial aid to public education the annual expenditure on the Normal School, inspection and the general expenses. Up to that date there was a slowly disappearing impression that it was the direct expenditure on the common schools and their teachers which should be considered the expenditure on public education. In the days when grants were given to the colleges these were not included, nor at first were the grants to the special academies or high schools. From 1887, however, all provincial grants for education are included.

EXPLANATION OF ANNOTATIONS IN TABLE.

(a.) In the year 1853 the statistics given are for the eastern half of the province alone, from the report of Mr. Munro, one of the two inspectors or superintendents who were appointed to succeed J. W. Dawson. Munro's colleague, Mr. Randall, who was in charge of the western half of the province, had no statistics published with his report this year.

(b.) 1865 is the first year under the "Free School" system.

(c.) 1887 is the first year in which all the grants from the provincial treasury for all educational purposes commenced to be included in the total given under the heading "Provincial Grant." The omissions in the previous years, which it would require some time to collect, would not change the cost per pupil more than a small fraction of a dollar, and does not materially differ from an exact representation of the growth of school attendance and expenditure from 1850 to 1896.

(d.) 1893 being the year of transition from the old year of two terms, winter and summer, ending on the 31st of October, to the

present year of four quarters ending on the 31st of July, contains the statistics of only three quarters of a calendar year. This school year commenced under the statute on the 1st of November, 1892, as under the previous system, and ended on the 31st July, 1893.

From 1850 to 1865 there is not even an estimate given of the total annual enrolment in the records, and for some years later the estimates are only approximately correct. Hence the necessity of taking the average of the winter and summer term enrolments which are exactly accurate and not so subject to irregular and misleading inflation as would be the exact annual enrolment when obtainable. From 1893 the averages are those of the four "quarters" of the school year.

Year.	Av. No. of Teachers W. and S. Terms.	Average Enrolment of Winter and Summer Terms.	Average Daily Attendance W. and S. Terms.	Av. Percentage in Daily Attendance.	Sectional Assessment.	County Assessment.	Provincial Grant.	Total Cost of Public Schools.	Total Cost per Pupil Av. Enrolment.	SUPERINTENDENTS.
1850.	806	25,322			\$100,556		\$42,368	\$142,924	5.64	J. W. Dawson.
1	878	29,579			93,611		42,675	136,286	4.61	"
2	907	32,762			107,467		47,982	155,449	4.74	"
(a) 3	[520]	[17,404]			[52,431]		[23,624]	[76,055]	[4.37]	Mumro, (East, N.S.) & Randall, (West, N.S.)
4	907	31,010			103,606		46,612	150,218	4.85	A. Forrester.
5		31,307			104,047		42,355	146,402	4.68	"
6	1002	34,356			128,222		53,519	181,741	5.29	"
7	1127	33,742			129,672		53,310	182,982	5.42	"
8	1091	35,581			135,641		46,891	182,532	5.11	"
9	1056	35,293			121,878		45,742	167,620	4.76	"
1860	1043	33,652			129,775		46,833	176,608	5.25	"
1	1092	36,067			139,999		47,888	177,887	4.93	"
2	1075	37,483			130,604		45,472	176,076	4.70	"
3	1112	35,465			115,220		47,840	163,060	4.61	T. H. Rand.
4	916	39,461	23,572	60.0	124,673		87,085	211,758	5.37	"
5	1030	50,574	29,239	57.8	176,252	\$55,462	118,667	349,811	6.92	"
6	1260	66,806	37,043	56.1	262,018	91,477	145,280	499,670	7.58	"
7	1390	68,612	39,731	58.2	298,035	91,958	146,565	537,218	7.83	"
8	1515	74,139	43,078	58.1	298,754	91,760	150,702	540,216	7.14	"
9	1565	75,279	42,177	56.0	293,109	91,762	157,762	543,634	6.85	A. S. Hunt.
1870	1620	75,945	43,612	57.4	247,209	91,762	159,812	498,783	6.56	"
1	1592	73,038	40,206	55.4	245,759	95,461	154,210	495,429	6.73	"
2	1624	74,297	41,392	55.3	252,274	165,029	148,432	518,735	6.98	"
3	1662	76,277	44,143	55.0	287,340	107,301	157,481	552,221	7.24	"
4	1775	79,123	44,229	55.3	320,130	107,306	166,512	594,638	7.52	"
5	1810	79,813	45,373	56.3	338,834	108,780	173,397	619,011	7.76	"
6	1888	82,364	46,000	56.8	324,550	106,832	178,776	610,158	7.41	D. Allison.
7	1954	82,846	48,951	59.0	368,282	106,020	182,215	657,417	7.94	"
8	1985	82,898	45,857	55.8		107,181	180,200			"
9	1809	76,303	42,580	55.7	281,501	107,181	170,023	557,705	7.30	"
1880	1881	78,828	43,461	55.1	286,086	106,086	170,594	563,765	7.15	"
1	1932	9,042	43,746	55.3	290,564	106,948	173,877	571,389	7.23	"
2	1901	80,477	45,650	56.7	316,477	120,340	176,072	612,889	7.62	"
3	2014	82,153	47,290	57.5	314,172	120,345	180,849	615,366	7.49	"
4	2054	84,025	48,208	57.8	334,043	120,329	188,400	642,771	7.65	"
5	2111	85,714	51,142	59.6	321,954	120,376	190,120	641,450	7.48	"
6	2143	85,465	50,055	58.5	337,215	119,047	216,685	672,948	7.87	"
7	2153	84,534	48,707	57.6	346,314	118,485	211,106	675,905	8.00	"
8	2182	84,429	50,038	59.7	341,716	118,281	212,922	672,919	7.97	"
9	2214	85,482	49,620	58.0	377,529	118,540	213,434	704,512	8.30	"
1890	2229	83,548	49,385	59.0	383,077	118,301	213,006	725,284	8.68	A. H. MacKay.
1	2208	85,077	50,975	59.8	410,017	120,127	216,430	746,574	8.78	"
2	2319	85,733	49,301	58.2	413,449	89,023	160,040	662,512	7.80	(3 Calendar Year.)
3	2351	87,545	49,808	56.9	454,200	120,507	226,436	795,144	9.04	"
4	2399	89,126	51,528	57.8	453,144	119,300	228,760	811,204	9.11	"
5	2438	90,270	53,023	58.7	460,972	120,018	242,345	813,335	9.01	"

Allowing the figures in the foregoing table to describe in their own language the growth of educational effort from the middle of the century, it may be useful to glance at some of the ideas kept in the

foreground by those who prepared the way for the introduction of the "Free School" system, and follow their development with those to whom the administration of the system was actually committed.

JOHN WILLIAM DAWSON, the present Sir J. W. Dawson, was the first superintendent of education, and in his three years' incumbency, from 1850 to 1852, he did a marvellous amount of work not only in improving the character of the teaching, of the school buildings, and of the course of study in more or less general vogue; but in outlining a programme of legislation which it took many years for the public to understand and authorize to be enacted. The following paragraph from the Report of the Committee on Education of the House of Assembly at the end of his first year of office, is evidence of his prompt and definite action towards a general educational system.

* * * * * "There are two points, however, specially referred to in the Report, to which they invite the attention of the House. Mr. Dawson is anxious to prepare the public mind for the introduction of the principle of Assessment into the next School Act, and also that means should be taken, before the close of this Session, for providing for a Normal School, to be built and established in the course of the ensuing season in some central locality. Both of these subjects are very fully treated in the Report; and Mr. Dawson was invited by your Committee to deliver an address before them (which was opened to the public) upon both these subjects, that the views entertained might be thoroughly understood. To your Committee this address was in the highest degree satisfactory." * * * * *

(Signed.)

GEO. R. YOUNG, *Chairman*.
H. BLACKADAR,
JOHN McDUGALL,
STEPHEN FULTON,
W. A. HENRY,
CH. F. HARINGTON."

Halifax, March 6, 1851."

With reference to the subjects taught, he laid stress on the development of the scientific and industrial bias of sentiment in the schools while encouraging, of course, the literary and classical in their proper place. The following extract from his first Report indicates the commencement he proposed:

"Pictou, Nov. 2, 1850.

"TO THE HON. JOSEPH HOWE:

* * * * * The introduction of Agricultural Chemistry, contemplated in the new law, is an improvement of great importance to the growth of the agriculture of this country, which is now suffering from a deficiency of scientific knowledge more than from any other cause." * * * *

J. W. DAWSON."

He also wrote a capital treatise on Agricultural Chemistry for the schools of the province. In addition to his investigation of the best educational systems and appliances in the New England States, and the publication of directions and plans for improved buildings, he commenced the publication of a *Journal of Education*, which reached five numbers before he resigned his position. Montreal and the University of McGill welcomed and utilized the genius which made its first public effort in moving the people of Nova Scotia to consider seriously a general and useful system of education. The following extracts from his Report, dated, Jan. 29, 1852, leaves the impression, when considered with the inaction of the mass of the people and the legislature for the two or three years following, that his ideas were not understood by all his contemporaries as being practicable at the time. It often takes a generation for an advanced idea sown to germinate and produce fruit.

* * * "Under this head I may also mention the publication of a *Journal of Education*, of which three numbers have been issued at intervals of about two months, and which I trust has served to diffuse a little educational information in localities to which such matters seldom penetrates, and which I have been unable to visit. It has also afforded a useful medium of communication with commissioners and teachers."

"The *Journal of Education* has been circulated gratis to commissioners and teachers, to the extent of from 2,000 to 2,500 copies of each number. I trust that the legislature may afford the means of publishing it monthly in future. * * * "

Both teachers and the legislature, not to speak of the trustees and the public, allowed this *Journal of Education*, which would have merited support even at the present day, to collapse without an effort; just as some eight years later they did in the case of the *Journal of Education and Agriculture*, edited for two years, 1858 to 1860, by the second Superintendent of Education, Rev. Alexander Forrester, D. D.

One more extract from Dawson's Report of 1852 :

"It cannot be denied that, notwithstanding the present faint signs of incipient elevation, the common school education of this province is in general far below the wants of the people, and the demands of the age in which they live. A large majority of the schools, as at present taught, supported and attended, are evidently unfit to give the amount of education necessary for the respectable pursuit of any ordinary business, or to extend such education as they can give to the whole community. As a consequence of this, over large portions of our country, a population is being reared, fitted only to live in poverty and ignorance on its native soil, or to emigrate and furnish drudges to our better educated neighbors, while the rich natural resources of our province are neglected, or are ruinously wasted by heedless ignorance. Every imperfectly educated country is, in the ordinary recurrence of unfavorable seasons, exposed to famine or to the necessity of emigra-

tion, while educated countries are comparatively exempted from such calamities ; and I suspect the present census will evidence an amount of emigration, which, in a young and naturally rich country, must result more from a want of that mental and moral training which enables men to combat the difficulties and improve the advantages of their position, than from any other cause. It is time that the attention of the legislature were directed to these evils, and that vigorous measures were taken for placing a practically useful education within the reach of all the youth of our country."

ALEXANDER FORRESTER.

In the very first report of Rev Dr. Forrester (for 1855), we find him taking up the same line started by Dawson. The educational system should have the industrial so wedded with the academic, that instead of exclusively tending to draw people from the industrial into the professional classes, it would equally stimulate an interest in the development of industrial occupations, and a more accurate and intelligent grasp of the ever present, everlasting laws conditioning life and industrial progress.

An allusion has already been made to the greatness of his effort in this direction, in publishing for two years, without adequate support from any quarter, in the midst of duties now divided among several men, the *Journal of Education and Agriculture*. Here I give a paragraph from his first report, which shows the arrangement he was laboring to convince the Provincial authorities to make.

"There is still another subject connected with this important undertaking to which I must advert, viz.: the proposed experimental garden and farm.

That agriculture forms one of the most important departments of human industry in this province, and that it ought to be introduced into all our schools as a branch of elementary education, are, we believe, points now very generally, if not universally admitted. The legislature of Nova Scotia has already given forth its judgment thereon, in enjoining the teaching of agricultural chemistry in all the more advanced schools of the province. But in order to the effective accomplishment of this object the teachers themselves must be instructed in the theory and practice of agriculture ; and this is proposed to be done in the Normal School. In the teacher's seminary, a thorough knowledge of vegetable and animal physiology, as well as of agricultural chemistry, will be imparted ; those branches, in fact, on which the whole issue of the science of agriculture depends. In the experimental garden and farm they will see these principles reduced to practice. By actual experiment they will be made acquainted with the modes of improving and qualifying the different kinds of soils ; with the various manures and other fertilizing substances ; with the effects of different soils on different crops ; with the rotation of crops and the best methods of producing and securing them ; with the agricultural implements and the machinery which

have been invented to save labor ; with the different kinds of stock ; and the various modes of feeding, &c."—*Page 221, Journals of the House of Assembly, 1856.*

A few years later, the free school system was inaugurated (1865), the *Journal of Agriculture* was started (1865), and the first series of the present *Journal of Education*, was established (1866). But henceforth the "Journals" and "Departments" were separate. Agriculture was agriculture ; and public education became more academic, pointing from every school in the land through the syllabi of the "teachers' examination" to the learned professions, until Dawson's and Forrester's dream was partially realized in the establishment and affiliation of the Provincial School of Agriculture with the Provincial Normal School under Dr. Allison. Dr Rand's historical effort in launching so successfully the system with its at first unpopular principle of universal assessment, was too short to enable us to judge of the final direction he might give it in this industrial aspect. He did work enough in making the system run effectively from the start so as to recommend itself to the province forever thereafter. In the following years we trod in the course of other countries which led the way, and with the same experience practically.

But it was soon found that universal education of the same kind as was found eminently useful for the few who were originally educated for the professions and the governing castes was not so satisfactory when impressed on the many, for it virtually tended to direct the attention of the many to the spheres of the original and necessary few. And it also neglected the development of a sentiment in favor of, and a scientific and patriotic interest in, the industrial life vocations of the masses.

Earning the bread of the 450,000 of our population of the census of 1891 were some 156,000 individuals engaged in specific employments. Of these more than one-half, some 83,000, were farmers, fishermen, miners and the like, 53,000 being farmers. 26,000 were engaged in the various manufactures and in mechanical employments, 23,000 in personal service and domestic service, 18,000 in merchandise and trade transportation, but only 6,000 in the learned professions. These last, it must be remembered, though few are of the greatest importance to the state. In fact without them and the special education they require a state could not exist at all in the modern sense or in modern times. But as to numbers this class is but as 6,000 to 150,000 ; and the functions of each although necessary to the existence and well being of the state, are quite diverse. There is very much which is in common to the two classes also. The common school education should be common to them all, and what is best for the 150,000 at this stage also forms the best foundation for the more advanced and special training of the various members of the 6,000. In the past it is thought by many that our common school education was too exclusively directed as an introduction to the special studies of even but a portion of the said 6,000, the literary professions more particularly.

Now, it is also said that even this literary work has not been too thoroughly done; and that although our farmers dropped down from 63,000 in 1881 to 53,000 in 1891, the literacy of the province did not advance very much in these last ten years notwithstanding a quarter of a century of free schools.

In noting the percentage of our people who could neither read nor write in 1891, we must remember that those who emigrated to other countries could as a rule read and write. The study of the three R's enabled them to count a little, so that they could reckon up the sum total of wages at home and abroad, to read the newspapers which reported the stirring times and great prospect in foreign lands, to write letters to those who had gone before. But there was nothing done in too many school rooms to open the eyes of the young to the objects of interest, and things to be loved, and loves to be proud of in his own country-side. He read in his text book of the land of the mountain and the flood, the land of the brown heath and shaggy wood, and of his sires knit to it by a filial band which could be untied by no mortal. But he saw no poetry, no patria, no possibilities in the dull old farm, in which he has taught to see little more than hyre-cleaning, stone-picking and weeding. The Eldorados, golden-horized, were abroad, for did he not learn to read and know, and could he not write and prove it? So he determined to venture abroad, when in many cases with the same energy he could have done better at home.

In examining the results of the census with reference to the distribution of illiteracy in the province, I eliminated in the first column all below the age of ten years in order to find the percentage of people above ten years of age who could neither read nor write in each of the counties in 1891. From the result it will be seen that, making allowance for peoples who are descended from races not speaking the English language, and from the influx of foreigners who never received an education, as is the case at some of the coal mines which we find in the counties of Cumberland, Pictou, and Cape Breton, and at our larger seaports, the percentage of those who can neither read nor write may very probably be affected by emigration, the literate emigrating in greater proportion than the illiterates.

In the second column I give the percentage of those over 40 years of age in 1891, which includes all 14 years old and over, at the date of the introduction of the free school system. This second column then, approximately, measures the illiteracy due to the "pre-free school" systems.

The difference between first and second columns forms the third column, which approximately measures the illiteracy persisting in spite of a quarter of century of free schools.

COUNTIES ARRANGED IN ORDER OF THE PERCENTAGE OF PERSONS
OVER THE AGE OF 10 YEARS WHO COULD NEITHER READ NOR
WRITE ACCORDING TO THE CENSUS OF 1891.

COUNTY.	Per cent. of il- literate over 10 years of Age.	Per cent. of il- literate over 40 years of Age.	Per cent. of il- literate 10 to 40 years of Age.
Kings	2.71	2.54	.17
Colchester	2.75	2.59	.16
Hants	3.51	3.32	.19
Pictou	3.59	3.41	.18
Shelburne	3.68	3.48	.20
Annapolis	3.86	3.64	.22
Cumberland	4.81	4.50	.31
Halifax (City)	5.37	5.08	.29
Queens	8.22	7.68	.54
Lunenburg	8.86	8.39	.47
NOVA SCOTIA (PROVINCE)	9.12	8.66	.46
Halifax (Rural)	10.42	9.87	.55
Yarmouth	11.28	10.60	.68
Digby	11.87	11.22	.65
Victoria	13.51	13.10	.41
Guysboro	15.85	14.96	.89
Inverness	16.27	15.59	.68
Antigonish	16.35	15.75	.60
Cape Breton	16.38	15.69	.69
Richmond	27.22	25.92	1.30

Showing the results given in the last column above in their regular order, and dispensing with the decimals for greater simplicity, we find that the illiterates in the various counties which can by the most extravagant estimate be charged to the neglect or failure of the free school system from 1865 to 1890, varies only from a minimum of 16 in Colchester to a maximum of 130 in Richmond out of every 10,000. Allowing for the influx of illiterate foreigners, and for pioneer settlements, especially those in which the vernacular was not English, the system must be acknowledged to have met with much success so far as reading and writing of an elementary kind is concerned—a great improvement on the previous lack of system.

COUNTIES ARRANGED IN THE ORDER OF THE PROPORTION OF PERSONS BETWEEN THE AGES OF 10 AND 40 YEARS WHO COULD NEITHER READ NOR WRITE IN 1891. (The figures show the number of illiterates in every 10,000 individuals).

COUNTY.	No. out of every 10,000.
Colchester	16
Kings	17
Pictou	18
Hants.....	19
Shelburne.....	20
Annapolis.....	22
Halifax (City).....	29
Cumberland	31
Victoria	41
NOVA SCOTIA (Province)	46
Lunenburg	47
Queens	54
Halifax (Rural)	55
Antigonish	60
Digby	65
Yarmouth.....	68
Inverness	68
Cape Breton	69
Guysboro	89
Richmond.....	130

Following the previous tables, it may be appropriate here to give one showing the counties arranged in the order of their increase in days' attendance during the past year, 1896. It will be seen that in six there is a decrease. But as an increase or decrease for one year may be due to local and accidental causes, I give another table showing the variation in the total days' attendance for the previous year, 1895, from which it will be seen that the variation is not exactly the same in each year. In still another table the results of the two years are combined to show the resultant change during the last two years. If the total days' attendance be divided by the approximate average days in the school year, 200, it will approximately give the equivalent number of pupils daily present on an average by which each county has increased or diminished during the respective periods :

SCHOOL YEAR, 1896.

COUNTY.	Increase or De-crease in days' attend-ance made by Pupils.	Schools, more or less.	Sections with-out school, more or less.
Cape Breton	+ 58,731	+ 7	— 1
Cumberland	+ 45,712	+ 2	— 1
Lunenburg	+ 42,485	+ 4	— 1
Kings	+ 37,974	— 1	+ 3
Halifax (City)	+ 34,695	+ 4	0
Digby	+ 32,920	+ 1	— 1
Yarmouth	+ 29,956	+ 1	— 1
Victoria	+ 25,341	+ 8	— 9
Annapolis	+ 23,964	0	0
Richmond	+ 20,631	+ 6	— 6
Hants ...	+ 12,130	— 2	+ 4
Colchester	+ 2,930	+ 4	— 1
Queens	+ 1,221	— 2	+ 2
Pictou	— 1,335	+ 3	+ 1
Shelburne	— 6,038	0	0
Inverness	— 8,788	— 16	+ 16
Antigonish	— 17,647	— 12	+ 4
Guysboro	— 19,907	— 2	+ 1
Halifax (Rural)	— 27,560	+ 1	0
	287,415	+ 7	+ 10

SCHOOL YEAR, 1895.

COUNTY.	Increase or Decrease. Days' attendance of Pupils.
Cape Breton	+ 81,200
Inverness	+ 46,000
Cumberland	+ 34,555
Colchester	+ 34,542
Yarmouth	+ 31,799
Pictou	+ 29,972
Richmond	+ 26,616
Guysboro	+ 19,473
Queens	+ 17,699
Antigonish	+ 11,556
Halifax (City)	+ 5,216
Digby	+ 4,522
Victoria	+ 2,477
Kings	+ 933
Shelburne	— 720
Hants	— 1,970
Annapolis	— 3,725
Lunenburg	— 8,951
Halifax (Rural)	— 30,152

TWO SCHOOL YEARS, 1895 AND 1896.

COUNTY.	Increase or Decrease. Days' attendance of Pupils.
Cape Breton	139,931
Cumberland	80,267
Yarmouth	61,755
Richmond	47,247
Halifax (City)	39,911
Kings	38,907
Colchester	37,472
Digby	37,442
Inverness	37,212
Lunenburg	33,534
Pictou	28,637
Victoria	27,812
Annapolis	20,239
Queens	18,920
Hants	10,160
Guysboro	— 434
Antigonish	— 6,091
Shelburne	— 6,758
Halifax (Rural)	—57,712

The figures opposite the last four counties, representing as they do a decrease within two years, suggest a decreasing population, but not necessarily so.

THE THREE R's.

It will be seen on a moment's consideration that to limit the work of the common schools (the first eight years of public school work) to Reading, Writing and Arithmetic, would not in the slightest degree tend to turn the hearts of the children to the farm or other industrial occupations of their fathers. It would simply be giving them the three naked instruments of holding communication with the rest of the world without any directive suggestions as to how or where they should with best advantage use them. But to a certain extent they have a directive influence, as they are the prime instruments of clerkships and related occupations. The school reading would also have a certain directive influence; but if we analyze this literature, the best of it foreign perhaps, and what is not foreign but little stimulating to industrial pursuits, what can we reasonably expect from it? It may be enough to develop the power of reading and of appreciating literature, providing the drill be not too monotonous or worrying. The defect of too many of our schools is that the teacher is not competent to do much more than a mechanical routine work on the three R's, and can often do but little else. And in every case in which little else is done, there is, as a rule, but little good work done in the three R's themselves. Sometimes other subjects are given the pupils to be memorized. But it is safe to say that when it is simply a piece of memory work which the teacher is causing to be done, it would be

about as well for the pupils to be playing out on the hillside or by the brook. There would be a useful development of the physical side of the pupil's nature under such circumstances, and a probable chance of acquiring some knowledge that would be of use.

And should we be surprised at such a state of affairs when we reflect that about three-fourths of the teaching staff of the province were never in attendance at a Normal School to prepare for the efficient exercise of their profession? It is quite true that Normal School training will not make every one a good teacher, and it is equally true that many who have never been at a Normal School have been and are superior teachers. But special training is just as useful in this profession as in any other. The average untrained teacher does not understand what he is, what the pupils are, and what the world is. Even when partially successful he works too mechanically to produce good reading, writing, accuracy and rapidity in calculation, and by memorizing he stores the child's mind with facts thought to be the fashionable furniture of the memory, such as facts in geography and history, or even in science. But while all of this may be of some use, his principal value should be in so influencing the character of the pupil as to give him the disposition of mind and purpose of will to do the best for himself and his neighbor, to train his thinking powers so that he may the more fully and certainly know what may be the best; and as the foundation for his reasoning, to be sure of the accurate observation of the facts; and as all reasoning is affected by a defective major premise, to have a sufficient range of accurate facts from which to obtain his major of the syllogism.

A COURSE OF STUDY.

But it may be said that there is a definite course of study prescribed for all the schools; then why should not all the schools be alike in their general influence? Well, the untrained teacher, and sometimes the teacher who has passed through the Normal School, even when honest enough to make an effort to follow the course in every detail, often profoundly misconceives it. Our course of study is simply an outline balancing the various elements of school work by titles as it were. This leaves it to each individual to make the treatise from the title. When the title means a certain book, the teacher knows that the book must be "learned," and he proceeds to make the pupil "learn" the book; but as a rule he does not know how to teach the subject, and the pupil after "learning it all" often does not know anything properly about it. When the portion of the course which prescribes definite parts of books is treated in this manner, what can we expect the teacher to do with subjects which are not represented by some book which can be ordered to be crammed? They are either neglected, which may be the lesser misfortune, or dealt with in a grotesque if not mischievous fashion. When an ignorant teacher has sound judgment he thinks the course prescribed absurd, and he does not try to carry it out, thus lessening the evil he might otherwise do. And the profession to-day is full of such. In order that they should understand what is meant, the prescription

should be amplified in detail. But if such details as oral lessons on moral and patriotic duties are outlined it will do away with the freedom, naturalness and effectiveness of basing such lessons on the incidents of the day or of the lesson in literature, history or geography. Or if a complete scheme of "nature lessons" were made out, first it would not fit the procession of natural phenomena equally well in every section, nor would it equally well represent the various phenomena to be found in the different sections whose flora, fauna, geological and geographical conditions are diverse. Then it would be too much for some schools and too little for others. To avoid so procrustean a course, the amount of development and the kind of development is left to each teacher, who should be able to adjust the work to the conditions of his school.

THE TEACHER.

Teaching is not being done when the pupils are simply marshalled before the teacher to test whether they have "learned" or memorized their lessons. This is examination. And in many of our schools yet there is little done except examination. The spelling class is an examination. The geography class is an examination of the facts of the book. So is history, often the grammar. The teaching has been done by the pupil himself at home, sometimes aided by the parents. The school master or mistress is not the teacher, only a task master. Now, what good influence can such a kind of school have? It may be a sort of disciplinary realm, where pains are endured which in many cases develop patience and the will power to do disagreeable things because they must be done. But there is no purifying or elevating effect in such discipline. Nothing to cause the young to love good literature or science, much less to love to work.

But let us assume the teacher to be one who can successfully teach reading and English, writing and arithmetic, even history and geography from the book, one who would be called a good teacher in the average section. And of such teachers the past thirty years developed a great number; and for the high schools quite a number with a fair classical culture. It is the general defect in these I would now briefly consider.

SCIENCE AND INDUSTRY.

The classical culture was the earliest developed in the teaching profession. Then came the vernacular languages and the mathematics. These subjects are hoary with the prestige of pedagogical triumphs in the past. All great men took them in course as they did some other things. They became great, of course, in spite of the other things, and altogether on account of the virtue in the classics, mathematics or English—it would never do to say, in many cases in spite of them. We are too ready to amuse ourselves, even when we do not even deceive ourselves, by using the argument "after this therefore on account of this." We are all ready to admit, that in the case of these older subjects, their prestige, their having for so long a time being a subject of pedagogical interest, and on account of the number of teachers well trained in them, they are much better

taught to-day than the natural sciences which are new, and which have to be studied practically. The teacher in the one class of subjects can sit in his chair and lecture or teach, or rise merely to the blackboard. The natural science teacher must, before the hour of his lesson, get his material ready for the class, then comes the teaching with manipulations altogether incompatible, not only with the easy chair, but with the leisurely pose even of the ancient peripatetic. It is work and worry, with always a dash of anxiety as to the results of new combinations in new hands, with the laboratory teacher. Then when class is over, the kitchen maid's work falls on the teacher, who has to see the apparatus carefully cleaned, dried and put away, and the debris put in regular train for its disappearance. The teaching of science is doubly as laborious as that of the literary and mathematical branches.

But it is not the antipathy to laborious work which is the main difficulty in the way of having proper science teaching. It is the fact that there are so few opportunities to receive a scientific training on the part of the teachers. Many of our literary educationists are entirely incompetent even to discuss the matter usefully on account of their profound misconception of what science and the scientific method are. Granting their conception to be a true one, the scientific teacher is as much as any one at the mercy of a logical syllogism as to assent to their conclusion that science teaching is of little value. But it is in that comprehensive major premise, that details have been assumed, confused or over-looked.

Our present High School system encourages all the abler students to acquire some knowledge of the classics. As some assert, there may be too much or too little of it for our good. But it has undoubtedly a value which we would greatly miss were it repressed, as already it appears to be in at least one country noted for its otherwise good educational system. As there is no disposition of serious proportions to repress the classical side of our High School work, I need say nothing in its behalf; but shall confine myself to pointing out our very great backwardness in science, although the subjects are imperative. We have a surplus of teachers graduating as classical "A's," but there has always been a deficit in the number of scientific "A's," and the present scientific requirements are very elementary.

Although in our Academies and High Schools, laboratory work in chemistry and physics is improving and extending, it is yet not universal. And the written examination method, in spite of all precautions, allows fictitious knowledge of facts acquired by book study, and mnemonical work to count too much, so as to "pass" persons who may have no real scientific knowledge, and who know nothing of scientific method.

Now, we often find literary men who appear to fear that if better attention (not necessarily more time in all cases) be given to science in the High School course, it may be an injury to the literary side. They surely forget that the more scien-

tific students which are turned out of the schools, the more it will tend to relieve the over-crowding in the literary professions, and therefore the more it will tend to make the literary professions remunerative. And secondly and chiefly, the scientific men will be mainly skilled laborers, or directors of labor, who will be producing wealth in the community, thus in another way benefitting the literary professions.

Pure science and industry are related to each other somewhat as grammar and literature. A law of pure science is a rule in art and in the industries. And as grammar is best studied as language lessons by the beginner, so is science best begun by observations on what is at our hand, around us, nearest us in interest and locality. But there is apparently little demand for the general teaching of scientific principles in the High Schools, or for technical institutions for the study of these principles in detail as applied in the different arts and industries. And why? The discovery and application of the new ideas which elevate morally, intellectually, or physically the status of human society, are not made by the crowd. The light is seen first by one man; and for his message he has often been illused by those whom he eventually benefitted. Just watch the laborers tearing down the first saw mill. For if the brook were taught to saw what would become of the hand-sawyers? Every new labor-saving invention was received in the like spirit by the unthinking laborer. But instead of being starved to extinction, even after the wind, steam and lightning have been chained to labor, he gets a shilling a day for every penny in the olden time, and his cabin is more luxurious than was the castle of his lord. Such thoughts would lead us to suspect that new movements destined to be of use might not only not be discovered by the masses, but might be temporarily opposed by them and their leaders, especially when the common school work does not more decidedly awaken and stimulate the industrial sentiments of the pupils during the eight long years of boyhood.

AFTER THIRTY YEARS.

Now after thirty years of our free school system, it is being discovered that its action, although on the whole good, has been unnecessarily one sided. An old ideal of education, passable enough for the professional and ruling classes when the masses were uneducated, is now with some extensions made compulsory on all. All, then, moved toward the places for which their education was suggestively preparing them. The manual laborer, manufacturer, trader, were no ideals for the young scholar to look up to. The sentiment engendered in the schools carried his sympathies away from his station and his home too often.

SENTIMENT.

We all know the powerful influence of sentiment. Create the sentiment, no matter how, and we can change men, change society, change governments, change the face of the world. Even when the sentiment is known, or may easily be known to be injurious, it controls many people. The Flatheads compress the skulls of their

infants, the Chinese their feet, and the civilized world has a respectable and sometimes religious class who contribute to the extinction of the race by the torture of tight lacing—all on account of a species of sentiment.

Now, if sentiment is so all powerful even when it is injurious to ourselves, what a great power it might be should it reinforce our best interests.

THE INDUSTRIAL AND PATRIOTIC SENTIMENTS IN THE COMMON SCHOOL.

As distinguished from our High School grades, the common schools stand for the first eight years of public school work. If during these eight years the pupils are so trained as not to observe their surroundings accurately, not to reason accurately from these observations, not to gain the idea of what is meant by the true "public spirit;" if his attention is absorbed in mental work which does not open his eyes to the advantages, natural or otherwise, of his home and his country, he will not be likely to be conspicuous for accurate observation or patriotic feelings thereafter, even should he go through the High School and the University. The habits of body and mind are begun to be formed, and are generally fixed in direction during the first eight years of school life.

The duty of a good teacher is to direct properly the sympathies and volitional energy of those committed to his charge. From the time his young pupil first meets his fellow pupils at five years of age, and learns that he must do to the other boys as he would have them do to himself, his moral training begins. Here on his first introduction to the world are the opportunities of the most impressive and longest remembered lessons. If the young patriot shows himself ready to sacrifice his time and pleasure for the benefit of his fellows or for the honor of his school, the next steps, his duty to his country, to the empire, and to man generally will, in their place, easily and naturally follow. He discovers the good points of his own country, and insensibly the bonds of a sentiment binding him to it are forming while he is discovering.

The proper teacher looks after all the interests of his pupils proximate and remote. He corrects not only bad habits of speech, but ungraceful and injurious habits of posture. If not seen to be injurious to the pupil now, bad manners and unhealthful habits will certainly profoundly affect him at some future crisis in his life. He learns habits of careful investigation and accurate descriptions of the same, from what he sees on his way to and from school and on his longer excursions. On nearly every roadside, in the cuttings of the banks and water courses, he can see nearly everything in the science of geology, for instance, illustrated so that a child can understand, if only assisted by the fifteen minute talk on what is seen or observed during the day. The elements of every natural science can thus be started on as sound a basis as in the universities, without using one unnecessary technical word. If the teacher only knows the natural

science of the school section, he can make nearly all of his pupils observers, without interfering with the book studies. He can lighten the lot of the pupil, sick of the excess of memory tasks and the deductive reasoning of his text-books. His observation of and reasoning from natural phenomena of all kinds observable, will prepare him for the understanding of the world of which he himself is a part, and to which he has duties to perform. In all this elementary work, the names of the different sciences need not be as much as named, should not be named. It is nature which is questioned closely, and made to reveal its character and purpose in everything looked into. And everything should be looked into, not certain classes of things, everything common and at hand, so far as opportunity offers.

If he should afterwards select a literary vocation, this training and knowledge would be among the most valuable to him. If he becomes a tradesman, or a manufacturer, it would be equally valuable to him; for all wage earners live in the same world, and the course of nature lessons we assume to include only what is most common to all and most important to all, and near us all. To the sons of farmers, for instance, it would mean, that having an insight into the natural science of rock, pebble, gravel, soils, loams, trees, bushes, grasses, grains, weeds, animals, birds, insects, bacterial germs, ferments, dairy productions, vegetable productions, fruit production, food preparation, food preservation, health preservation, and even political economy, to name subjects at random, the moorland would not be so dreary, nor the shore so barren as before. It would undoubtedly determine many clever young men, who otherwise would leave, possibly for less productive fields, to develop the natural resources of their own homes, especially as nature study so intimately suggests and enhances the patriotic sentiments already referred to.

In fact, the nature lessons which are only suggested in outline in our Course of Study, is the scientific study of Agriculture begun. If the farmer's son goes to an Agricultural college, he will have to study, as a part of the science, botany, especially when combined with chemistry, as the greater subject of his course, the foundation of all the wealth above the soil; zoology, to understand the treatment of his animals; entomology, to save his work from the destruction of insects; geology, to understand the growth and decay of soil, and so forth. But if the young lad passed eight or ten years of his life trained by custom and ignorance not to observe the material lying around him on every side, his book study and museum specimens will be of very little service in overcoming the unobservant habit formed. Infinitely more profitable from every point of view will it be to train him to observe from his childhood, especially when it will not take a minute from his three R's, taking up only that spare time

“ When Satan finds some mischief still,
For idle hands to do :”

giving more pleasure, and a pleasure that will never need to be repented of.

Teachers of our lowest class are expected to know some botany to start with, and to keep growing in its *useful* applications with every year of experience. But unfortunately, many of them are not very successful, lacking in the common sense procedure as well as the applications. And some, in their unwisdom, are of the opinion that such subjects are valueless, as in their hands they very probably are. But when it is found that such a subject is one of the most valuable for early training, not only for farmers, but for literary scholars, not only in the country, but in the largest cities in the world where many children seldom ever see the country in a life time, it should give even such people pause. Who should know? Those who have tried it for years, even at considerable expense, and find it becoming more and more worthy of development, we must suppose.

Take one from a number of examples Berlin, with its population of a million and a half, far removed from the fields and the woods and the roadside specimens which can be had so cheaply in every country school section with us, so cheaply that in many places the pupils pass and repass them more than 400 times a year for a decade without seeing anything more than one ill-defined plant which they can neither describe nor locate definitely—the “weeds.” But if botany is so valuable a study to the inhabitants of Berlin, why should it not be to the farmer whose whole wealth and even sustenance comes through the vegetable kingdom, the science of which is botany. I quote from the latest report which has come to hand on the schools of Berlin:—

“*The School Gardens.*—The fact that it becomes more and more difficult in a metropolis to provide for the necessary number of plants for instruction in botany led to the establishment of a school garden in 1869. The commission of parks and gardens was authorized to arrange it, and in the year 1875 the first plants were distributed among six large schools. During the following year forty-nine schools could be supplied, and ever since 1877 *every public school* of Berlin is regularly supplied. Since 1881 the private schools of the city are also supplied, as well as the royal institutions, if they pay a small sum of \$10 to \$20 per year for 100 or 200 plants or cuttings *twice a week*.

During the summer, at 6 o'clock in the morning, two large wagons start from the school gardens loaded with cuttings packed and labelled, which are delivered to the different schools. All the city schools are divided into three groups, each group receiving its cuttings on two days, the lessons in botany being arranged accordingly. Every packet contains one species. On an average every city school receives four different species, in secondary schools (high schools) six species, per week. Every packet has 150 and 190 cuttings. During vacation, of course, the supply ceases. In order that the superabundance in summer be not followed by a scanty supply in the fall, annuals are chiefly raised, and it is done so early that the blossoms are obtained long before the very hot season sets in. This is necessary, owing to the fact that the plants have to be cut the evening before their delivery. In order to acquaint the teachers with what they may expect from the gardens during the following week, *the daily papers have regular*

announcements, and since 1887 a list of the plants raised is submitted to the special teachers, who consult with the gardeners as to what may or ought to be sowed or planted. Teachers in botany are permitted to take their classes into the school gardens and give a lesson in the open air, where they are aided by the gardeners who cut the specimens.

But the plants thus placed at the disposal of the teachers are not the only ones observed and studied, for the playgrounds of every school has flower beds; shrubbery and trees are maintained, which offer opportunity for observation, and pot plants kept by teachers and pupils give aid in the same direction. All these arrangements for a rational teaching of botany have proven eminently beneficial."

WHAT SPECIAL CHANGES IN EDUCATION POLICY HAVE ALREADY DONE.

This can be illustrated briefly by referring to the commotion produced in Britain by the facts brought out in the International Exposition of 1851, when it was found that in the matter of the artistic designs and finish in its textile fabrics, its potteries, and its manufactures generally, it was inferior to France, and England was beginning to lose some of its trade throughout the world. At once an effort was made to improve the defect by laying more stress on drawing in the schools, and establishing special schools of art and design with an abundant expenditure of public money. Within ten years there was evidence that the comparative original position of English superiority was being regained.

The government was apparently much pleased with this success, but with a strange fatuity the development of scientific education was not pushed with the same vigor and liberality. As a good authority has just expressed it:—"In vain did men like Roscoe and Playfair plead for the endowment of research and the support of pure science. The utilitarian Philistines and the classical extremists were too strong. Meanwhile in Germany pure science was pursued with ardor and under the fostering care of the government. Every new discovery made in the laboratory has been immediately seized by trained experts who have developed its practical application to the arts. At the same time a system of commercial education has been maintained by which young men are equipped for the special purpose of introducing German manufactures into foreign countries. The result of this consummate system, and its bearing upon English prestige, are set forth in a little book, with the ominous title, 'Made in Germany,' that has created a sensation in England. The burden of the book is that the glowing representations of Thorold Rogers and Sir Robert Giffen, which still delude Englishmen into the belief that they monopolize the trade of the world, pertains to the dead past, and that Germany is not only beating England in foreign markets, but flooding the home market with its merchandise. This success is attributed, first, to the educational system, and secondly, to the superiority of the German consular system and the advantages she derives from protection. The effective style which the author employs might raise questions as to the sound-

ness of his exposition, were it not confirmed by the most calm and dispassionate authorities. Thus Mr. A. J. Mundella, in a recent address before the Birmingham Municipal Technical School, admitted that England had suffered loss through 'neglect of the new sciences and new discoveries which Germany had adopted and developed in a marvelous manner.' He instanced the growth of the color trade in Germany. 'That industry was an English discovery, founded by a Birmingham man and worked in Manchester.' Yet English manufacturers, from the mere lack of knowledge, have allowed it to be exploited by Germany, and the trade, amounting to many millions a year, has almost left the country of its origin."

"The same week Mr. John Morley, M. P., in an address at a London Polytechnic, dwelt upon the superior system of Germany where technical education is intimately connected with other branches, especially with the profoundest principles of science."

The same writer also proceeds to say of the United States:—"It would be easy to prove that the system of technical instruction in our own country has, in a measure at least, the same defects as that of England. It is often too superficial, lacks adequate enrichment from research, and the insights which come from the mastery of principles and relations."

This criticism refers mainly to the higher education, while I am confining my consideration chiefly to that of the common schools. But if we are to have those who are going to be successful in the higher grades of scientific and technical work, the bias must be early formed, and the most precious time of life for the acquirement of the habit of accurate observation must not be neglected. Both England and the United States are now commencing to spend large sums on the development of this side of education, the study of the laws of nature, and skilled manual manipulation and labor. In this direction we are doing comparatively little, but if we begin below in the common school the influence will soon be felt all the way up to the top. We shall then be in a position for the development of technical schools with profit.

The French historian, G. Monod, who revisited Germany recently after a period of twenty years, expresses himself as surprised with the changes and advance in that country. He says:—

"I do not see that the study of science as against the arts and literature can be complained of justly. While Germany increases her exports she also enlarges her influence. It is, I think, all the better for the country that the educated (classical) proletariat is decreased, and the number of poor writers and savants diminished by the rapid extension of Germany commerce and industry, especially if the study of practical sciences reduce the number of young men eager to obtain a government position. In France we are ruined by office-seeking."

ATTRACTIVE SCHOOLS AND HOMES.

I endeavored to suggest that the development of a patriotic and industrial sentiment based on the nature-lessons, and on the geography, history and literature of our country, would be the best possible preparation also for those destined for the literary professions, even in the extreme case of the poet, who to be read at the present day, must see more in his surroundings than the ordinary observer and must see truly. This when combined with opportunities for getting manual training in woodwork, in knitting and sewing, in cooking, or with the knowledge that the teacher has had such training and can show the benefit of the same, will undoubtedly aid the country boy or girl to be better disposed to the acquiring of such accomplishments and the utilizing of them.

It is not supposed that such an ideal form of rural school would entirely stop emigration and keep every one on the original home. Under many circumstances this would be undesirable. For from some of these country sections will rise people most competent to take charge of the destinies of the country, to take high place in the professional ranks, and to captain skilled labor in manufacturing centres. The science of common things would give people the principles of making the best possible out of their special environments. The schoolhouse itself should have its experimental garden, and its grounds should be a model of neatness, if not of beauty.

Then the school still further should become an intellectual centre for the section, with a useful library which each within the section could use at the cost of only his own share; the microscope should be found in every home, not for intellectual amusement alone, but for its practical use; and the loneliness of small rural sections should be enlivened by esthetic or intellectual entertainments, and healthful athletic sports. When such conditions begin to prevail, home life will be more attractive and more full.

BOOK AGRICULTURE.

Agriculture is, of course, the most fundamental provincial industry. The reading of well adapted text-books on this subject in school would to some extent develop the agricultural sentiment if associated with objective work, illustrating and demonstrating the text. But in the hands of the unskilful, non-scientific teacher, it might be more injurious than useful. It would be another meaningless book to cram for many. While it may sometime be possible to find a book suitable for supplementary reading in schools, and for school libraries, we are now endeavoring to develop the teacher who by means of object-lessons may be superior to the book. Everything depends on the teacher. No system can be successful if it cannot provide in some manner or other the proper teachers. One essential condition is that public sentiment will allow the proper teacher to have a salary upon which he can live. If a good teacher can make more in another profession, he considers that fact as "a call to him" to enter the other profession. The lower salaries are, then, the poorer will be the

stranded derelicts left to do the teaching. No legislative acts, or regulations of the council can change a law of nature. A great effort is therefore being made to give a more thorough and useful training to teachers, so they may be the more able to demonstrate their usefulness than ever before. And with a demonstration of greatness we may expect a more liberal remuneration from intelligent sections. To carry out this feature, in 1893, the

PROVINCIAL NORMAL SCHOOL

was changed from the unnecessary position of being merely a handicapped rival of the High Schools, to whose students licenses were granted on examination without their taking a course of professional training for which they were allowed to substitute simply a written examination, necessarily weak, on teaching and school management. The result of this was to attract the ambitious students competing for university scholarships and general advancement toward some of the learned professions to the high schools, leaving mostly young ladies who took an interest in teaching to attend the Normal School. From this highly anomalous state of the law when compared with that of England and practically all the advanced countries of Europe, most of the United States, Ontario, New Brunswick, and Prince Edward Island, a popular notion was naturally created that the Provincial Normal School was inferior not only to the colleges but to some of the academies. In 1893, the Normal School curriculum was changed so as to be adapted to the professional training of teachers, leaving the general elements of scholarship to the Academies and High Schools, which for some time before became quite capable of doing such work in a satisfactory manner.

But we have not yet gone so far as the leading countries of the world just referred to, for we have not made professional training imperative on any class yet except that of class A. There is an advantage now, however, in Normal School training, as it gives a teacher an advance of license by one grade. This is a well earned advantage, 1st by the improved general scholarship given, especially to the lower grades, and 2nd, by the professional training in the theory and practice of teaching, and 3rd, by the extension of the range of the candidates' knowledge to necessary subjects which are yet imperfectly taught in many of the High Schools and Colleges.

But still the greater advantage is on the side of the non-professional teacher, who can obtain an advance of license, as a rule, by taking a year at the High School and advancing a grade in scholarship. This in addition puts him a year nearer his ultimate profession of theology, medicine or law, which the Normal School would not do.

But, as the attendance at the Normal School is large enough at present for this transition period, there need be no haste in still further reducing the discrimination against it. The professional standard will, however, be very gradually raised from year to year so far as the general conditions will allow it to be done with advantage to the province as a whole.

Here I may refer to a very remarkable criticism coming from a quarter naturally having no educational authority. But as the statement has been repeatedly made in the presence of public men who are sometimes too busy to investigate the matter for themselves and who have much sympathy with struggling students, when known to be worthy, I here for once refer to it. It is said that the present standard for teacher's licenses is too high. That they are one grade higher than they were in 1892. I am sorry it is not the case. And as soon as possible I hope it may be the case. But it is not yet. The present examination of the grades D, C, B and A, were most distinctly predicted in my previous reports to be of an easier nature than the corresponding teachers' examinations prior to 1893, in order to allow the average High School student to make a "pass" if he did fair work, and so proceed to the next higher grade. The standard of scholarship on the whole, was estimated to be raised about half a grade; but on the other hand, the average limit of the teacher's age was virtually lowered a half year by the regulation allowing a candidate with all the other qualifications which could be obtained without the restriction of an age limit, to obtain his license on the day he became of age. To plainly reduce this criticism to an absurdity all that is necessary is to look on the following statistics, showing the number of candidates who went up to the last *teachers' examination* for grades D, C, B and A, in 1892, and the number who obtained the grades applied for, with the corresponding figures in 1896:

	1892.	1896.
No. candidates examined	1,431	2,517
" obtained grades applied for	175	1,313

In 1892, 175 only obtained the grades they applied for; but these grades gave them licenses of the same class. In 1896, 1,313 candidates obtained the grades they applied for, but each grade without Normal School training qualified only for a license of the class one degree below. But nearly as many received the grade applied for in 1896 as went up to examination altogether in 1892.

It must be remembered that the legislature has practically put the Provincial Normal School nearer the doors of the people of the counties of Cape Breton and of the west of the province than to those within the 314 square miles around Truro; for travelling expenses going to and returning from the school is paid at the rate of five cents a mile to those living more than 10 miles from the school.

We have now a Normal School which will compare most favorably with the best in Canada. But that does not imply that it should not be better. It is, however, every year improving, and will continue to improve yet. It is not so well supplied with Art and Museum material as at least one of the Canadian Normal Schools. But the loyal efforts of its graduates are adding to these when the government cannot do it. But the government has not been idle. Every nook of the fine Provincial Normal School building is now utilized. Every student, in addition to the practice in teaching from the Kindergarten to the High School, the methods of, and the arrangements for which are improving each year—in addition to the

music, elocution, art and mathematical drawing, mathematical, geographical and literary review, has the advantage of doing practical work in physics, chemistry, and wood work in the laboratories of the Normal School, and of doing biological work, botany, zoology, entomology, dairy work, &c., in the laboratories of the School of Agriculture, where observations are also made on other points in general Agriculture and Horticulture. The teachers now graduating from the institution should give much more practical and interesting talks to their pupils in a country school. The teacher, for instance, who took a short course in dairy work can tell or illustrate in an oral or object lesson, the best methods of milking, of preserving the milk from impurities and noxious germs, and the treatment all through until the highest priced butter is produced. The pupils will also soon see that the teacher, if a lady, knows how to do some things better than the boys. She can drive a nail, saw a board to the line, square, make a cabinet if necessary; and she can show the boys how to do it better than they can do it themselves. She is not to become a carpenter to keep the school room in the condition it should be; but having a carpenter's eye, she can see when anything is wrong which can be put right, and she can direct it to be done by the trustees, should she have no volunteer boys to work under her instructions,—boys who might in this manner be inspired with such respect for the "knowing" teacher as to be induced also to learn their spellings and work at their arithmetic. The general air of such a school would inspire the idea in the boys that mechanical art may be a learned art, for the teacher had to learn it; and that if they cannot remember all the rules of grammar at the proper moment, and write brilliant essays like the boy at the head of the class, they at least knew something about wood working, dairying, useful and noxious plants, the chemistry of the soil, or the physics of a drain. Labor would be dignified in the minds of even clever pupils, and an industrial bias developed in the sentiments of many which would help them to congenial employment, and the country eventually to a producer as well as a consumer.

THE SCHOOL OF AGRICULTURE.

although in winter time rather far removed from the Normal School for convenience, is specially useful on account of its laboratories for qualitative and quantitative work in chemistry, vegetable and animal dissection, and the apparatus necessary. Then there is the Experimental Farm, with its various crops, its fruit trees, small fruit, dairy, stock, and model farm. Although the farmer's classes take up considerable time from the instructor, the work done with the 140 teachers training in the Normal School is perhaps the most important, as each one of these should be expected to carry into as many school sections throughout the province, some inspiration for the development of the agricultural sentiment. Were the School of Horticulture combined with this institution, it would give that division of labor which would add greatly to the total effectiveness without additional expense. The influence of such a combined institution would be of special value in aiding teachers to catch the spirit of scientific agriculture and horticulture. A report of the work of the School of Horticulture from its energetic principal is given in the appendix, page 128.

ATTENDANCE AT NORMAL SCHOOL.

Graduates of our universities were formerly allowed to take the highest class of license by passing a written examination, although they never had the experience of teaching one day. It is not to be wondered at, therefore, that occasionally there should be found some at present who would like the privilege of stepping full-fledged into the profession without either experience or professional training. What the clergy, the lawyers and the doctors would think of such a proposal for their respective orders we know. But still there is an idea prevalent in some quarters that all that should be necessary to qualify for the profession is a degree from an arts college, especially if the teacher intends to be a specialist, say teaching either classics, mathematics, or English. But an "A" license gives the teacher authority to be the principal of a school. And the principal of a school should be competent to direct and supervise all the schools under his charge from the kindergarten up. Sometimes graduates of a university find it very distasteful to teach an elementary class, especially before critics. But this is no reason why the candidate should receive a license without the test or without the training. We have now, however, more academic teachers than there are good positions for. It is our duty then to raise the standard of qualification as high as will admit of our obtaining a sufficient supply. This action will tend also to raise the salaries of good teachers.

That the policy of requiring professional training at a Normal School can never be reversed, must appear from the course of events in all the advanced countries in the world, where from one to three years' professional training is required without any material exception. In this province, as I have already noted, nearly three-fourths of our teachers never passed through a Normal School at all. Gradually this state of affairs is improving.

In Massachusetts, which may be looked upon as the pioneer educational state of all the Americas, conditions exist which I note for the consideration of those interested in the direction in which all countries are moving. The following paragraph is from one of the official "Circulars of Information," issued by the Secretary of the State Board of Education, Dr. Frank A. Hill:—

" THE NORMAL SCHOOLS.

" REQUIREMENTS FOR ADMISSION, 1896.

" Candidates for admission to any one of the Normal Schools must have attained the age of seventeen years complete if young men; and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral standing, give evidence of good intellectual capacity (*records of their scholarship standing in the high schools are desired*), and be graduates of high schools whose courses of study have been approved by the Board of Education," etc.

In Nova Scotia the High Schools, of course, are all unified under the Education Department, and candidates *must* present Provincial certificates of scholarship. But they are admitted independently of age whenever they have the scholarship.

“New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves for duty.”

“GENERAL TWO YEARS' COURSE OF STUDY.

“This course is designed primarily for those who aim to teach public schools below the High School grade.”

Imagine at present the effect of a law in this province requiring teachers to be graduates of the High Schools, (grade A); and then to spend two years more in the Normal School, in order to prepare to teach a school below the High School grade!

“FOUR YEARS' TERM.

“The Framingham, Westfield, Salem and Bridgewater (Normal), Schools should have also a regular course of four years,” &c.

“ADVANCED COURSE OF TWO YEARS.

“The requirement for admission to this course is graduation from college or its equivalent. Promising graduates from the general two years' course are also permitted to take it. It is designed primarily for those who aim to teach in public schools above the grammar school grades.”

Graduates from our colleges have hitherto not been required to attend even a *one* year course.

From an official seven page pamphlet, addressed to any one wishing to become a teacher, I quote as a sample an opening paragraph “*What can the Normal School do and what it cannot:*”

“It is true there are good teachers who have not been normally trained; it is also true there are poor teachers who have been normally trained. This leads me to say that if you attend a Normal School, it does not follow that you will become a successful teacher. This is because so much of what is essential to success is a matter of happy native endowment, and therefore, not in the power of the Normal School to give. Physique, presence, health, temper, scholarly power, tact, patience, ambition, moral spirit, loveliness,—*the basis of all these things comes not from schools but from ancestry and surroundings.* This foundation wanting, no Normal School can make it good. This foundation present, you can, with the aid of the Normal School, build more rapidly and securely upon it than would otherwise be possible. The Normal School will give you a quicker insight into the nature of education, put you earlier upon right methods, save you

from many mistakes,—in short, furnish you with the great lessons that have come from the study of the teaching process and from the history of teaching in the past ; for you need as a teacher to begin where the successful experience of the world has left off. It is a clear waste for you to spend years in discovering what is already known. Moreover, you have no right to gain at the “ expense of your pupils what you should gain before hand at your own expense.”

REMARKS ON TABLES OF STATISTICS FOR 1896.

TABLE I.

It is curious to see that while the number of sections without school were ten more than the previous year, the number of schools increased by seven. This appears to mean, that while some sections were becoming too small or weak to support school, in seventeen other sections the population so increased as to require to open another department. The schools open for the full year increased and the time in session of all the schools on an average was more than a day better than in 1895. All this is good, with the exception of the increase of sections without school, which tells of something wrong somewhere, although it was more than balanced by advance in other sections.

Looking for the cause, we find it to be mainly due this year to one county which in 1895 had 12 sections without school, but in 1896, 28 sections—16 more. The weak sections of the province outside this county diminished to the extent of six ; but the backward movement in this one county neutralized this improvement and reversed the figures to the extent of 10. Turning to Tables XIV and XV, it will be found that the average salary per annum from the sections (excluding Provincial Grant) of this county for male teachers of classes D, C and B, were respectively \$71, \$102, and \$127, as compared with the corresponding averages of all the counties of the province, \$121, \$185, \$277. For female teachers the corresponding figures were \$57, \$85, and \$110, as compared with the provincial averages \$100, \$137, and \$182.

This same county also demanded and received more “ permissives,” on the plea that licensed teachers could not be engaged, than fifteen other counties altogether for the few exceptions to be provided for in them. Is the difficulty here to any extent due to causes which might be obviated if an attempt were made to carry out either the spirit or the letter of the law ? Last year I called attention in the following terms to the evil of unnecessarily

SMALL SCHOOL SECTIONS.

“ In the Regulations of the Council of Public Instruction it is very clearly implied that four miles is not an excessive diameter for the school section, especially where the population is sparse. Now, while a distance of two miles from the school makes attendance, especially for young pupils, impossible in stormy weather and in certain seasons of the year, it has been found from experience that such a distance has some compensation as compared with the too often longed for position near the school-house. An hour's walk to school in the morning, and another back again in the afternoon, give the very best opportunities for health and strength-developing exercise in the open air, give good chances for the practical

study of nature along the road, and prepare the pupil for the enjoyment of physical rest and mental work in the school-room, and also at home when such work is required. Still so many parents can only think of the discomfort of the distance in bad weather that they are ready to create a weak section, which can never be in a position to keep a good school regularly, for the sole purpose of saving a portion of the distance, as if the additional distance were of so much importance once the pupil is on the road.

“As a general rule, the various boards of district school commissioners, assisted by the inspectors, resist any extreme or unwise demands for such re-organizations of boundaries as will increase the number of sections. And it is most necessary. For while the law leaves it comparatively easy to divide a section, it is extremely difficult, if not practically impossible, to consolidate again. At some future time it may be the desire of the great majority of two sections to unite; but a small minority, which may nearly always be had, can prevent it. In other cases three sections should be consolidated into two, or four into three. But such a move would require concerted and practically unanimous action on the part of each three or four sections, involving the change of their boundaries and of the school-houses, each of which would affect several individuals unfavorably. When sections are subdivided, then, it should not be merely to suit the present generation. The interests of succeeding generations should be held in view as well as the present fugitive circumstances. But, unfortunately, in many parts of the country, and in some counties to a greater extent than others, the mischief has been done already. For example, Inverness, with its area of 1,270 square miles, has no less than 176 school sections, although a large part of the interior is unsettled. That would give about $7\frac{1}{2}$ square miles to each section, a diameter of only about $2\frac{3}{4}$ miles each. As a large part of the county has no school sections, it follows that the majority of school sections cannot be very much over 2 miles in diameter.”

This year the Inspector of District No. 8 details the following points in his report:—

“A great and widely extended evil in this inspectoral district, especially in Inverness, is the very large number of small and weak sections. A very considerable number should be wiped out, and with decided advantage to the school interests of the sections concerned. A few examples will illustrate:—

Mount Young, in South Inverness, constituted first one good-sized school section. About fifteen years ago it was divided into three sections,—Mount Young, Hay River, and Miller. The two former are small weak sections with an enrolment of 19 and 23 pupils respectively, and Miller section, though formed fifteen years ago, has never had a school opened, though one or two abortive attempts have been made to build a school-house.

Within a radius of from three to four miles from the school-house of New Canada section, the following five school-houses are to be found, and all closed at this date and for periods ranging from two to six years, and for no other cause than the small size and consequent financial weakness of the respective sections, viz.:—Melrose, closed since two years; Skye Mount, since four years; Upper Glencoe, since three years; Judson, since four years; and Albert, since six years. These, with the central section of New Canada, forming a group of six, could, with great advantage, be re-divided into three sections of moderate size, and able to support three schools, and all within reach of all the school children now scattered through the five vacant sections.

As the law stands at present it is doubtful if such a re-organization could be carried out. A remedy is surely needed for such glaring defects in the size of school sections, where the ratepayers are unwilling of their own motion to apply the needed remedy.

The evil of small sections is manifesting itself in another direction besides that of financial weakness. Occasionally two or three ratepayers, who have no school-going children, exert sufficient influence to elect trustees known to be indifferent to having a school opened. These, by masterly inactivity on one excuse or another, neglect to engage a teacher, and the result is a closed school for a year, if not for a longer period.

In larger sections, public opinion is more influential and is not so easily defeated.”

This evil is not confined to one county. To a considerable extent it exists in several. Shall something be done, or must matters drift a little longer?

UNION SECTIONS.

Principal Soloan of the New Glasgow High School, at the Provincial Educational Association in October last, presented, in a very suggestive paper, the advantages found to be gained in many portions of the United States by combining a large number of ordinary school sections into one "Union School Section," under one board of trustees, which would administer all the schools, thus making the wealthier portions of the enlarged section aid the poorer, and distribute them so that they would not be unnecessarily near each other, or provide cheap transportation of pupils to a central school. The union of large and normal sections has been found useful. How much more so when small weak sections could be included! This would be a new line of policy, if introduced, and we cannot speculate as to whether it may be introduced. But in the meantime it might be desirable to give District School Commissioners the power of consolidating sections whose geographical extent and population or valuation would not be up to a certain minimum, whether the majority of the inhabitants would be in favor of it or not.

PERMISSIVE LICENSES.

In the meantime, feeling that the practice of giving "permissive" licenses to teachers for such sections not only helps to demoralize the sections themselves, but to lessen the inducement to young men and women of the country to prepare themselves to become regular teachers by reducing the salaries to the barest pittance, I am directing the inspectors to refuse their recommendations for a permissive license, unless a proper effort has been made on the part of the section. The following tests of a "proper effort" will be required in addition to those already prescribed: 1st, That the section be not less than four miles in extent if geographical conditions will admit of it. 2nd, That the annual vote for school purposes to be assessed on the section shall be at least equal to half a cent on each dollar of the valuation of the section, which is a figure less than the average for the province as a whole. As the valuation in such settlements as a rule is always lower than the normal, this minimum is not excessive. The same test should also be required of "poor sections" before they become eligible to receive the additional grants.

The result of such a rule may possibly be an increase of the number of sections without school for a year or two. But it is probable that in a very few years it would result in a great gain to the sections affected as well as to the interests of all other sections in the counties concerned.

PARSIMONIOUS SECTIONS.

Several cases have been brought to my knowledge of sections which had a majority of voters at the annual meeting, having no interest in maintaining a school or being indifferent to the advantages

of education for their own children, who voted down a school altogether, or elected trustees who were not interested in starting a school, thus leaving the children of the section without any schools, or with the most worthless teacher procurable.

To meet such cases it might be considered whether the failure of the section to vote an amount equal to a certain minimum rate for the support of the school should not be made an occasion of vesting for the year the power of trusteeship and taxation up to a certain maximum in the inspectors or boards of District School Commissioners, or parties appointed by them.

Some cases have come to my knowledge where trustees of sections so large as to have two teachers, appointed both of them class D, thus suiting the immediate desires of perhaps a majority of the section, but unfair to those contributing most largely to the support of the school as well as to the interests of the more advanced pupils. I am recommending that sections requiring two teachers should have as the principal a class B, or a class C teacher recommended by the inspector for the particular principalship.

Although the above words with respect to delinquent sections are more suggestive than usual of the compulsory, it is not that there are greater symptoms of degeneracy than usual; but that in some places the improvement has been too slow. And if the state's taking charge of the schools tends to cause parents to lose the normal or original feeling of responsibility for the education of their children, as has sometime been said, it is all the more incumbent on the educational authorities to compel attention to this duty.

TEACHERS EMPLOYED.

The number of teachers employed during the year increased 39. From Table II it will be found, as already alluded to, that this sum is made up of an increase of 42 male teachers and a diminution of 3 female teachers,—a new feature in our educational history. It is not probable, however, that this reversal of the ordinary proportion of the increase of male and female teachers will long continue.

TEACHERS LICENSED.

The figures below correlate the growth of the profession this year with that of previous years:—

LICENSES GRANTED IN 1894, 1895 AND 1896, COMPARED, SHOWING THE PROPORTION OF SEXES.

	1894.			1895.			1896.		
	M.	F.	Totals.	M.	F.	Totals.	M.	F.	Totals.
Class A (Classical) ...	6	2	8.....	6	2	8	9	1	10
“ A (Scientific) ...	2	0	2.....	3	0	3.....	1	..	1
“ B.....	10	27	37.....	21	31	52.....	20	34	54
“ C.....	18	54	72	38	68	106.....	38	96	134
“ D.	16	67	83.....	23	75	98.....	40	152	192
“ D (Provisional) .	10	38	48.....	29	69	98.....	32	90	122
Totals.....	62	188	250	120	245	365	140	373	513

1896 COMPARED WITH THE THREE PREVIOUS YEARS.

	1893.	1894.	1895.	1896.
Class A (Classical)	7	8	8	10
“ A (Scientific)	2	2	3	1
“ B	28	37	52	54
“ C.	44	72	106	134
“ D.....	48	83	98	192
“ D (Provisional)	89	48	98	122
	<u>218</u>	<u>250</u>	<u>365</u>	<u>513</u>

From these statistics it will be seen that we are now in a position to still further advance the qualifications of our teachers, as there is every prospect of an over-supply in the future on the present lines.

During this present year I purpose asking the Council to consider the proposition of slightly further elevating the standard of scholarship of the teacher without changing the character or difficulty of the examination, by requiring candidates for the teaching profession who do not graduate in the Normal School, before obtaining a license to have made no “mark” on an imperative subject below 30 per cent., and to make an average of 50 per cent. at least on the English papers, in addition to the pass aggregate of “400.” In the case of those receiving diplomas from the Normal School, the faculty would be required to feel satisfied that the deficiencies in any scholarship subjects were made up by the candidates.

NORMAL TRAINED TEACHERS.

The table below gives the promise that trained teachers are, under present conditions, beginning to stay in the profession. It shows the number engaged in the several counties since 1893:—

COUNTIES.	1893.	1894.	1895.	1896.
Annapolis	25	25	33	35
Antigonish	2	7	6	6
Cape Breton	17	22	29	33
Colchester	63	67	85	98
Cumberland	75	83	95	104
Digby	17	14	14	27
Guysboro	2	13	18	13
Halifax Co.....	23	40	57	57
Halifax City	31	35	34	38
Hants	45	38	48	46
Inverness	7	7	17	20
Kings	23	35	48	43
Lunenburg.....	23	34	38	51
Pictou	20	33	41	49
Queens	5	7	7	15
Richmond	5	9	6	7
Shelburne	3	4	5	13
Victoria	4	4	9	6
Yarmouth	18	22	26	29
Totals ..	<u>408</u>	<u>499</u>	<u>616</u>	<u>690</u>

In the following table the counties are arranged in the order of the percentages of Normal trained teachers employed on the average for the above four years :—

COUNTY.	Aver. Actual No. of Tr Teach. for four years.	Percentage of Trained Teachers.
Colchester.....	78.25	48.3
Cumberland.....	89.25	43.3
Hants.....	44.25	33.3
Halifax (Rural).....	44.25	28.1
Kings.....	37.25	27.4
Halifax (City).....	34.50	24.8
Annapolis.....	29.50	24.2
NOVA SCOTIA (PROVINCE).....	553.25	22.7
Yarmouth.....	23.75	22.0
Lunenburg.....	36.50	20.1
Pictou.....	35.75	18.5
Digby.....	18.00	17.0
Cape Breton.....	25.25	15.3
Queens.....	8.50	14.4
Guysboro.....	11.50	11.6
Richmond.....	6.75	8.9
Victoria.....	5.75	8.1
Shelburne.....	6.25	8.0
Inverness.....	12.75	7.9
Antigonish.....	5.25	6.0

In some of the counties there have been superior local educational institutions which did much for the preparation of good scholars and teachers for their public schools. The figures above refer to graduates from the Provincial Normal School alone.

LIBRARIES AND COLLECTIONS.

School libraries are reported as having increased by 44 during the year, and scientific collections by 40. This work is done altogether by the sections. From Table VII, it would appear that the total number of volumes in the libraries decreased by 345. Searching for the principal source of this collapse, we find that in the City of Halifax last year, 1,710 volumes were reported, and this year but 953, which alone would cause a shrinkage of 757. There may be some error in the figures of this year, or the previous year; but they show that the rest of the province made at least a total increase of 412 volumes as well as of 40 libraries. The estimated value of libraries and scientific apparatus increased by over \$5,000.

TABLES II. AND III.

Give an analysis of the various classes of teachers employed in each county, and the number of those having various terms of teaching experience.

TABLE IV.

Shows the various elements of attendance during each of the four quarters of the year. The number on the roll during the fourth

quarter is less than the total annual enrolment by the number of schools closed before the fourth quarter.

TABLE V.

Contains one column needing explanation—"Under five years of age." The sum total does not necessarily mean that the pupils attended school under five years of age. It simply means that 1,943 children attended school who were not *five* years old on the 1st day of August—the beginning of the school year. It shows the number who commenced attending school during the year just as soon as they became of age—five years.

The total annual enrolment is 101,032. But this includes only those in the regular day schools. The Normal School attendance of 144, the Model School attendance of 108, and the Government Night Schools attendance of 1,034, should be added for the grand total of public school pupils.

There were 3,600 more boys than girls attending school in the province as a whole. In every county the boys were in excess, excepting in the city of Halifax, in which the girls led by 289.

TABLE VI.

In its first six columns shows that there has been improvement in the more continuous attendance of pupils,—those in attendance for less than 21, 51 or 101 days being less by from 500 to 800 each, while those attending up to 150 days increased over 900, and those up to 200 days over 1,200.

The compulsory school enactment did not, outside of Halifax and Dartmouth and a few other places, lessen the number who "did not attend school at all"—as compared with last year. There appear to be still some 6,000 of school age who were not in attendance at the public schools. From the statistics on page 148, Appendix F., it, would appear that nearly 2000 of these might be in attendance at private schools.

From the reports of the inspectors it will be seen that trustees as a rule, are so powerless to carry out a principle where they have to take the initiative, that the law in many cases is not attempted to be carried out. In many sections the attendance appears to have been so good that there was no need of enforcing the law. In the *Journal of Education* of October, 1896, I outlined a law which would infallibly go into effect, unless the trustees overcame the inertia so peculiar to their class, as to exempt parties showing reason for it before a given date. No expressions of opinion have yet been received. Here follows the proposition referred to, with the remarks made on it:

"At the close of the school, during the first week of July, just after the return has been completed, the secretary of the school would take from the register the number of days of school lost by the children from 6 to 13 years old of each parent or guardian, and notify him immediately to state to the trustees any time before the last day of July, any reasons why he should not on the first day of August be charged one cent for each lost day, to be collected as the poll tax with

the sectional taxes for the following school year. On showing reasons such as now allow trustees to exempt parents from fines before the end of July, a proper portion of the absences might be excused.

The advantages claimed for this plan over the present are : (1) It would be a general law so that no odium would be incurred by parties in the section for the introduction of a fining system for non-attendance as at present. (2) It would not be nominally a fine, but a compensation to the section for the loss of county grant which the rest in the section must be taxed for on account of the absence of the child. Now, if a parent keeps his boy at home one day, the whole section must be taxed about two cents for it. It would be only fair from every point of view that the parent should pay a cent to the section rather than force the section, as he now does, to pay two more cents on account of his boy's help or holiday. A person who has no children to attend school is forced to pay for the support of a school for his neighbor's children, but the neighbor may keep his family a day from that school and the ratepayers instead of being charged less for the school are really taxed ten cents more. Why should not the parent pay the whole of that extra tax on his neighbors for the luxury or necessity of keeping his children at home? What objections should anyone have, then, to making up to the section, say a cent a day, which is really less than the cost of a day's absence to the section? (3) It would encourage regular attendance, and would not contribute to the feeling a pupil or parent may have now, that if the child can put in 120 days, it is all right to stay home the other 96 days. If he attends every other day, or stays at home every Tuesday and Thursday, it is all right! Whereas such irregular attendance may make a genius a dunce, and an angel the greatest villain in the section. The cent every absent day would be a loud advertisement if not an exhortation to many people who at present do not think. (4) The trustees could even as easily as at present excuse absence in the case of children living over two miles from school in stormy weather, those receiving education otherwise, or those physically or by illness prevented from attending, etc.

In a word, the scheme is this : Tax every day's absence one cent, appeals for exemptions to boards of trustees being allowed up to the 31st day of July. Thereafter this absentee tax (or compensation to section for equivalent loss of county grant) to be collected as the poll tax with the regular school rates in the school year following."

The numbers of blind, and deaf and dumb who are not enjoying the privileges of the splendid schools in Halifax are diminishing, according to the teachers' reports from each section. The province has provided education for these as freely as for the normal children. And the accommodations and privileges of those attending these schools are far ahead of what are enjoyed by the pupils of the public schools generally, so that it is astonishing to find any such afflicted children not in the enjoyment of what the country has so liberally provided for them. It must be assumed that in some parts of the province the character and advantages of the Halifax School for the Blind and the Halifax Institution for the Deaf and Dumb are not yet fully known. The teachers are instructed, however, to bring this information to the knowledge of any one who may be benefitted by it in the sections in which they are engaged.

TABLE VII.

Shows that the average rate of sectional taxation for the support of schools is 57 cents on the \$100. Sections seeking any privileges such as the one-third additional Provincial and County Grants for "poor sections," or a "permissive," should, at least, show that they did their duty to the extent of the average provincial rate of taxation. For it is a wrong in principle to give aid to sections which will not make an average effort to help themselves, when the rest of the province is indirectly taxing itself to give them special or extra aid.

The average valuation of the school sections of the province is \$41,586. But as some single school sections, for instance, Halifax City with its 139 departments, are large, let us divide the total valuation, \$78,847,559, by the number of schools (departments under one teacher), 2,312. This shows the average value of property assessable for school purposes for each school of one teacher in the province to be \$34,103, which is value of the average school section.

This average of \$34,000 should be a guide to district school commissioners in considering the financial strength of a new section which they may be pressed to create. As this valuation includes large towns and cities, let us take for example a few counties not having large towns where the technical valuation is said to be nearer the real value :

Average Section, Annapolis	\$36,474
“ “ Halifax (Rural)	23,772
“ “ Guysboro	11,799
“ “ Inverness	8,019

If the school sections of Inverness were all of the proper geographical size, the average value of each would be over \$15,000.

TABLE VIII.

Shows how the teacher's time during school hours was occupied. As this table was discussed so fully in the two previous reports, I leave it to speak for itself on the present occasion.

TABLE IX.

It will be noticed under the heading of “transfers,” that in some counties there have been principals of schools who were not able to keep the statistics of their various departments correct on this point. The errors are due to the marking of a pupil as transferred *out* of one department before his name and attendance are entered on the register of the second department. It would appear that as many as 57 pupils had their names and attendance lost to the annual return in this way.

TABLES X., XI., XII. AND XIII.

Give an analysis of the High School work, including what was done in the Academies, the High Schools and the Common Schools doing some work above grade VIII. As a mistake was made inadvertently in the return of one teacher in the County of Victoria, by entering the No. of minutes devoted to each subject instead of the number of pupils; and as the printers had the form struck off before the teacher could be communicated with for a correction, this correction of tables X., XI. and XII., for Victoria, and the province are given here. It furnishes an illustration of what the non-detection of an error may entail on all the statistics into which it enters. On the whole, however, there appears to be a very decided growth in the accuracy of the statistics from year to year.

CORRECTION OF TABLE X., FOR VICTORIA COUNTY.—GRADE D.

	English.	Latin.	Greek.	French.	German.	History.	Geography.	Botany.	Physics.	Chemistry.	Physiology.	Drawing.	Book keeping.	Arithmetic.	Algebra.	Geometry.	Practical Mathematics.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. Pupils taking Fall regular course.	No. taking partial or special course.
Victoria	11					1	11		11				11	11						11	11	
Total for Province, 1896	3608	654				3359	3618	2688	2716			3,155	3365	3652	3359	3156				3715	2523	
" " 1895	3264	702				3257	3306	2594	2518			2980	3009	3335	3088	2834				3376	2386	
Increase	344					302	312	294	198			266	366	317	271	322				339	137	
Decrease		48																				

CORRECTION OF TABLE XI., FOR VICTORIA COUNTY.—GRADE C.

	11	11				11	11			11	11	11	11	11	11	6	11	11	11	11	11	11
Victoria	11	11																				
Total for Province, 1896	1389	470				1359	1363			1294		1323	1353	1393	365	1328			426	1401	1205	196
" " 1895	1271	483				1261	1270			1145		1188	1239	1275	1260	1232			347	1287	1147	140
Increase	118					98	93			149		135	114	118	105	96			79	114	58	56
Decrease		13																				

CORRECTION OF TABLE XII., FOR VICTORIA COUNTY.—GRADE B.

	6	4	2			5			5						5	5	5			2	5	5	
Victoria	6	4	2			5			5						5	5	5						
Total for Province, 1896	526	284	107			517			491						508	497	496			361	555	513	
" " 1895	560	275	72			521			453						550	550	533			313	502	521	
Increase		9	35			25			41											48			
Decrease	34														42	53	37				27	8	

TABLE XIV.

Shows that the salaries of the male teachers fell during the year as already referred to. The fall is \$48 for class A ; \$21 for B ; \$12 for C ; and half a dollar for D.

Class B, (Male.)

Highest County average, Halifax City	\$667
Provincial average	397
Lowest County average, Victoria	200

Class C, (Male.)

Highest County average, Halifax City	\$610
Provincial average	275
Lowest County average, Inverness	192

Class D, (Male.)

Highest County average, Digby	\$237
Provincial average	181
Lowest County average, Inverness	71

TABLE XV.

Shows that salaries of female teachers also slightly declined except class A, which rose \$88. Class B fell \$7 ; C nearly \$5, and D \$2.

Class B, (Female.)

Highest County average, Halifax City	\$361
Provincial average	302
Lowest County average, Inverness	230

Class C, (Female.)

Highest County average, Halifax City	\$272
Provincial average	227
Lowest County average, Inverness	175

Class D, (Female.)

Highest County average, Halifax City	\$207
Provincial average	160
Lowest County average, Inverness	117

SALARIES OF MALE vs. FEMALE TEACHERS.

While the Government Grant to each section is the same, namely, for B, \$120 ; C \$90, and D \$60, the following shows the portion of the salary raised by the section including County fund :

	B.	C.	D.
Males	\$277	\$185	\$121
Females	182	137	100
Difference	\$95	\$48	\$21

It is held by some, that if female teachers can underbid the males to such an extent it is unfair to give them the same Provincial Grant; that the value of the teacher is to be estimated by the salary given by the trustees, to which the Provincial Grant should be proportional. The best way for the female teachers to meet such criticism is to ask for their services the same salary as the male teachers, and demonstrate their ability to manage the school just as well as they can. In many cases they prove their superiority.

TABLE XIX.—THE COUNTY ACADEMIES.

On pages 24 and 25 will be found the names of the members of the County Academy staff of the province, their respective salaries, and a reference to the subjects taught by each.

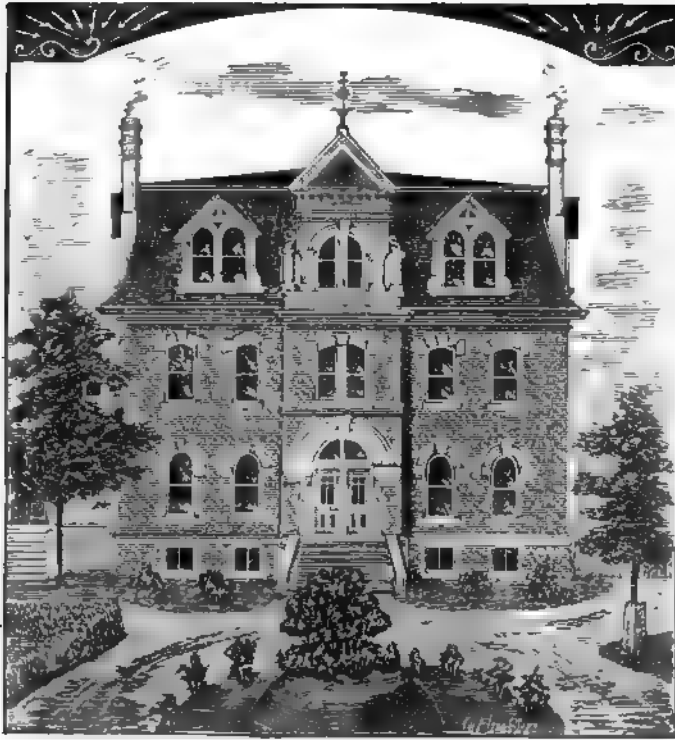
The County Academies show a healthy increase compatible with the general increase of pupils in the province. There were only 47 more enrolled than in 1895. In the non-academic High Schools there is nominally a larger increase of pupils; but this rather shows the greater care taken in the County Academies in the admission and promotion of the pupils. Yet, some of the High Schools are superior to some of the County Academies. But there are hundreds of miscellaneous schools which do some High School work, and in the "returns" from them we have simply the estimates of the teachers uncontrolled by the inspection of the Superintendent as are the Academies.

The following figures show how these two classes of high schools compare :—

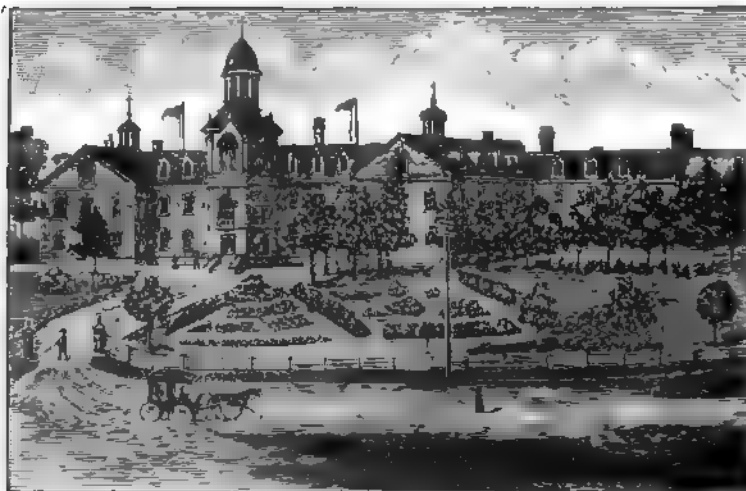
	1895.	1896.	Increase.
Academies, Regular Students.....	1,492	1,539	47
" Partial " 	34	34	0
High Schools, &c., Regular Students..	2,593	2,928	335
" " Partial "	1,140	1,615	475
Totals	5,259	6,116	857
Errors in Classification, 1895* .....	.....	.....	269
Corrected increase in 1896 .....	.....	.....	588

*See Page XIX, Report of 1895.

There are probably not more than 3000 regular fully qualified high school pupils in the province, if we allow the non-academic high schools to have only a little more of equal standing than the academies.



ST. MARTHA'S CONVENT, ANTIGONISH,
(Founded 1896.)



ST. FRANCIS XAVIER'S COLLEGE, ANTIGONISH,
(Founded 1864.)

That is, some *three* out of every *one hundred*, at the most not *five* out of *one hundred*, are preparing themselves for the various learned professions, and these now include those who will have to manage or direct industrial and skilled labor of every kind. The proportion is small enough. *Three* or even *five* to direct intelligently every hundred, to captain labor as well as to fill the old learned professions, is not a large proportion. The secondary education has to make very much advance yet before intelligent men can think that there is too much of it. We want more of it; but of a more generally practical and industry stimulating kind.

The County Academies have, on the whole, made a very considerable advance during the year. A few of the smaller ones are yet nearly stationary, but all improving. Some of the smaller ones, as well as of the greater, have been making remarkable progress.

In Antigonish the college and convent are so affiliated with the public school system as to give freely not only to the qualified pupils within the section, but to all within the county, the advantages of a large and highly educated staff of instructors, with superior educational appliances. The common schools of the town would be much more effective, however, were the three parallel series of grades reduced to at least two. There are two series of high school grades, one for the boys and the other for the girls, a condition, of course, necessarily determined by the college and convent. But as the attendance is large, giving full classes of one grade for each, the duplication of teaching work is not unnecessary, even were consolidation practicable from other points of view. The duplication of teaching work in any group of schools is vicious only when it gives the teacher twice as many classes to teach in a given hour, as the single series of grades would require. Whenever one grade forms a class too large for a teacher to manage with the best results, then duplication of the class becomes profitable. During the past year these institutions have been considerably extended with the prospect, among other objects, of affording facilities for the development of more of the industrial sides of education. On the opposite page is given a representation of one of these new buildings, together with St. Francis Xavier College which functions also as the County Academy under Section 19 of the Consolidated Statutes relating to Public Instruction.

Yarmouth, for some years, had its County Academy and a department of the "Milton" school doing Academic or High School work in duplicate. As the principle of duplicating work when the teachers have more than one grade each is a wasteful policy, the Education Department could not recognize, for the purpose of awarding the Academic Grant, the students of the "Milton" School, although there was no Academy in the province in which the grading was more strictly up to the prescribed standard, promotion being on the results of the Provincial Examination. The High School department of this school had so successful a career before Milton became

incorporated with Yarmouth, that the citizens were losing \$500 a year of a possible Academic Grant rather than consent to merge its prestige in that of the Academy. This year the consolidation was effected, and the County Academy is taking at once one step in advance. A separate building for Academic purposes, and for the headquarters of the highest intellectual and educative forces of the town, will naturally follow, and with that a still further increase of students. To judge from what Yarmouth has done in the past, and the disposition shown at present, the new building will sustain the reputation of Yarmouth throughout the province as in the days of the "Seminary."

Just here, I may note that in another county town a system of four schools was divided into two parallel series duplicating each other. Eleven grades of the public school course were required to be taught. Each teacher would be required on an average, say, to have charge of only two or three grades, when the schools were graded in one series. But when the departments were graded in two series, each teacher was required to have charge of twice as many grades; or in other words was compelled to give one-half the time to each grade. This change which virtually decreased the attention which every teacher in the little town could give to each grade by one-half, without lessening the cost to anyone, threatened to reduce the Academic attendance below the minimum of recognition. For those doing High School work in the rival department could not be counted as qualifying for the Academic Grant. The attendance has hitherto been just large enough, owing to the wise action of the trustees in endeavoring to concentrate the attendance of the High School pupils in the Academy. But as this system of grading cannot be said to be a 'satisfactory provision for the instruction of all common school pupils within the section,' (See Reg. 1 & 2, G.; County Academies, page XVII. of the Manual of 1895), it cannot be expected that the section will longer continue to draw the Academic Grant; more especially as there is another town in the same county which has a single system of grades, with other conditions as satisfactory. I endeavored to indicate how the single graded system might be applied in the said county town, so as to be tolerable to those interested in the separation as well as beneficial to the section. If some such arrangement can be made to prevent the injurious duplication of teachers' work, the county town would, of course, continue to retain the Academy, although the competing section might be in some other respects ahead.

The County Academy and public school building of Lunenburg, which is represented in our frontispiece, was opened during the year. With respect to heating, ventilation, laboratory and other accommodations, it will compare favorably with the best modern school buildings of the same size and character on the continent. Its site is also superior, effectively improving the appearance of the town from every point of view, as the whole reflects credit on the citizens of Lunenburg.



COUNTY ACADEMY, PICTOU, 1896.

It has already produced the usual effect of increasing the attendance in the public schools, and is soon likely to require an enlargement of the Academic staff.

The Clare County Academy is improving, and it is no small distinction that from that institution this year came a student of our own Acadian French fellow countrymen, who at our English Provincial Examinations led the whole province with the highest aggregate in Grade B—the third year of the High School course.

In none of our county towns has a more energetic effort been made with success than in Kentville. The enlargement of the building, the fitting up of a laboratory, the improving of the grounds, and the engagement of a staff of three Academic teachers, have been justified by the large attendance from the county.

Both at Amherst and Truro, the Academies and the common schools have been making a progress which is not excelled. Good common schools most profoundly affect all the subsequent course of the pupil.

Windsor, long noted for its good staff of teachers, has at last determined to provide for the County Academy and common schools, a new building, which it is safe to say, is likely to have all the good points of the modern buildings which have distinguished the last few years of our educational history. The present accommodations are not of such a character as would justify the Education Department in continuing the Academic Grant under Reg. G., 1 & 2. (See also Ed. Reports, 1894, xxviii. and 1893, xv.)

The Halifax County Academy has also broken its record for some years past. In addition to minor improvements, a well-fitted up physico-chemical laboratory for ninety-six students—forty-eight at one time—is being supplied with gas, water and pneumatic tanks, &c., at each stand. Physical education is being more thoroughly attended to, the female students taking a course in Swedish gymnastics and the male students in military drill. The Manual training department for the boys has been extended by the introduction of lathe working, and a department of cooking is proposed for the girls—of the seventh grade, rather than for those of the Academy.

The Pictou Academy has arisen from its ashes nearly double its original size, and is nearing completion, with improvements in heating, ventilation, suites of rooms for laboratory work, museum, library, manual training, art work, and the like. When completed, it will be without a peer as a high school or academic building. When the grounds are put in proper shape, a photographic view of the building may be given in a future report. In the meantime, the architect's plan gives a correct idea of its general appearance.

The leading high schools are also having improved accommodations and are doing good work, some of them second to but few of the academies, such as New Glasgow, Parrsboro, North Sydney, Canso, Springhill, Bridgetown, and others.

The average ages for the province of the several grades in the County Academies at the beginning of the school year are as follows :

	Grade D.	Grade C.	Grade B.	Grade A.
Years	15.40	16.62	17.58	18.39

THE PROVINCIAL EXAMINATION.

The results of this examination, which are given in detail in Table XXI, with the averages of the various stations on the different subjects, in Appendix G, pages 149, have already been referred to.

A regulation has just been published which enables principals of schools to have greater power in securing the attention and efforts of pupils to good reading and good penmanship. The teacher can now prevent a candidate from going up to examination if he does not show proficiency in these subjects. Good reading was in many cases practically neglected formerly, not only by pupils but by teachers, because it would not count at the written examination. As the trustees and parents did not often examine with sufficient strictness this subject of the school work at the public or other examinations, a high school candidate might pass the gauntlet of the written examination, and be glaringly defective in this most important branch of education. This virtual power of provincial examination given to the teacher will greatly add to his power over those disposed to neglect reading and penmanship ; and the honest or dishonest use of the power can always be seen by the educational officers and the public, so that there can be no possible material abuse of it.

M. P. Q. EXAMINATION.

The following table gives the results at each station compared with those of last year. This is the professional examination for teachers who do not obtain classification at the Normal School :—

CONSPECTUS OF M. P. Q. EXAMINATION RESULTS BY STATIONS.

STATION.	1895.					1896.				
	Rank of Candidates.					Rank of Candidates.				
	Total.	First.	Second.	Third.	Failed.	Total.	First.	Second.	Third.	Failed.
Amherst	7		2	5		8		2	5	1
Annapolis	12	1		9	2	14		5	9	
Antigonish	27		6	15	6	21		1	9	11
Arichat	7		1	5	1	15		1	6	8
Baddeck	20		6	12	2	16		3	4	9
Barrington	12		1	10	1	3		1	2	
Bridgetown	31	1	18	12		22		14	7	1
Canso	6		6			1		1		
Cheticamp	4		1	3		4		1	1	2
Clare	11		2	4	5	16			8	8
Digby	7		3	4		8	2	3	3	
Guyaboro	7		2	5		5		2	2	1
Halifax	21	1	8	12		42	4	32	6	
Kentville	30	4	18	8		21	1	10	9	1
Liverpool	9	1	3	5		18	1	11	4	2
Lockeport	2		2			4		2	2	
Lunenburg	18		6	9	3	20		6	11	3
Maitland	1			1		2		1	1	
Margaree Forks	3			1	3	23		6	12	6
New Glasgow	20		7	12	1	15			8	7
Parreboro	5		3		2	7		3	3	1
Pictou	29	1	15	12	1	35	1	18	15	1
Port Hawkesbury	9			4	5	6		2	4	
Port Hood	9		4	5		24		5	18	1
Sheet Harbor						4			4	
Shelburne						6		3	3	
Sherbrooke	8		2	3	1	6		1	2	3
Springhill	2		2			4		2	2	
Sydney	32		9	18	5	14		1	9	4
Tatamagouche	15		4	7	4	23		7	15	1
Truro	23	1	15	6	1	29	1	13	14	1
Windsor	10		8	2		5		2	2	1
Wolfville						4		4		
Yarmouth	10		4	3	3	10		1	8	1
	399	10	152	192	45	455	10	184	208	73

THE APPENDICES.

A.

The Report of the Principal of the Normal School begins on page 43, and is a summary of its work and statistics for the year.

The Report of the Principal of the School of Agriculture begins on page 51, and is divided into four parts.

The *first*, deals with the work of the School of Agriculture proper, specifying the graduates in the various courses for Teacher's diploma, Farmer's diploma, special course, and the "Dairy class for Teachers," 86 different individuals being in attendance.

The *second* part treats of the *five* local Agricultural Schools.

The *third* states the classes taken by the 141 Normal School students.

The *fourth* has some recommendations, and gives a summary of the attendance of students, &c., from the opening of the school. The work this year was the best since its establishment.

B.

The Reports of the Inspectors which begin on page 58 are of special value to those interested in the growth of our educational work. They report monthly to the Education Office all the particulars of the schools they visit, so that the Department is constantly in touch with every part of the province.

The work of inspection is the most valuable and indispensable service in connection with any educational system. The advance made in the various counties is in some degree proportional to the fitness and energy of the inspectors in charge. But there are conditions in some inspectorates which make improvement more or less difficult. The very best men are required for the service, and the efficient discharge of the duties involve constant and intelligent activity. A reference was expected from each on the manner in which the amended compulsory attendance clauses of the Act of 1895 was operating. The reports show that in some districts the change in the law affected the people so lightly that several inspectors have not thought of making any allusion to it. The reports as a rule contain useful suggestions, as well as interesting local facts.

C.

The Report of the Board of School Commissioners of the City of Halifax, beginning on page 99, is as usual of special value, first, because of the suggestiveness of the points discussed, and secondly, on account of the results of experiment and experience. It is no disparagement to any other section in the province to acknowledge the pre-eminence of the present educational authorities of the metropolis as intelligent students of the science of education.

D.

The Reports from special Provincial institutions begin on page 115, with (1) that of the "Halifax Institution for the Deaf and

Dumb." The short report states the total attendance for the year to be 90, fifty-four boys and thirty-six girls.

(2.) The Halifax School for the Blind comes next with a full report. The progress was so marked as to make the year epochal. A new wing was added to the building. A change in the law allowed pupils to be admitted between six and ten years, and the legislature of New Brunswick, Prince Edward Island and Newfoundland combine with that of Nova Scotia in supporting and utilizing the institution.

(3.) The Victoria School of Art and Design comes next with an increased attendance and improved conditions.

(4.) The Halifax Medical College also reports the attendance of students and an outline of the curriculum.

(5.) The Nova Scotia School of Horticulture, reports 67 students, and an outline of the valuable work done, and of the courses provided for students. The institution is also promised support from the Province of New Brunswick and Prince Edward Island. As Horticulture is a subject on which the public school teachers should have some clear and sound notions, some arrangements are made for its practical study on the Agricultural School Farm at Truro. This duplication of instruction cannot be avoided under the circumstances, as Wolfville is at present the horticultural centre of the province.

E.

The educational institutes are very valuable accessories to the public school system. They are held at the expense of the teachers, and reflect the educational sentiments of the time while they accelerate the general improvement of the profession. It is therefore, from several points of view desirable to have a brief summary of their work on record for the future reference as well as for present information. They are reported in the following order :

- (1.) The Summer School of Science.
- (2.) Digby and Annapolis Institute.
- (3.) Hants and Kings' Institute.
- (4.) Cumberland and West Colchester Institute.
- (5.) Thirteenth Provincial Educational Association.

This latter was attended by 270 regular members together with the Normal School students for whose benefit the Association was held in Truro when the school is in session. Among the more important subjects discussed were "Pensions for Teachers," "Reform Schools" and "Union School Sections."

F.

(1.) THE UNIVERSITY COLLEGES, PAGE 147.

UNDERGRADUATES IN ARTS.	1895.	1896.	Dec.	Inc.
1st year	67	57	10	..
2nd “	72	60	12	..
3rd “	58	61	..	3
4th “	58	64	..	6
Graduates	11	..	11	..
Total regular in Arts...	266	242	24	9
“ general “ ..	58	94	..	36
	—	—		
Total in Arts	324	336	..	12
“ Science	36	30	6	..
“ Medicine	45	50	..	5
“ Law	53	60	..	7
“ Theology	60	70	..	10
	—	—		
Total (with dup. Reg.)....	518	546	..	28
Students Registered twice..	23	13	10	..
	—	—		
Total Students in the 4 Colleges unaffiliated with Public School System.....	495	533	..	38

Only two of the universities have given the number of graduates up to date, viz.:—Kings, 452, and Dalhousie, 673.

DEGREES CONFERRED IN 1896.

	1895.	1896.		1895.	1896.
B. A.	60	66	LL.B.	13	13
B. L.	2	3	B. C. L.	5	0
M. A.	23	22	D. C. L.	5	1
B. Sc.	3	6	Ph.D.	1	0
B. Eng.	1	0	M. D., C. M.	7	5
M. Eng.	1	0	B. D.	0	5
			D. D.	4	3
<hr/>					
Total number of degrees conferred, 1895.....				125	
“ “ “ “ 1896.....				124	

(2.) COLLEGES AND PRIVATE SCHOOLS, PAGE 148.

Twenty-two of these are known from the large ladies’ colleges down to the infant school of 9 pupils. Their statistics are given so far as the facts could be obtained. The number of pupils enrolled in them all is 1,778 with an estimated average attendance of 1,300. These institutions, together with the universities, are the only known schools independent of Provincial control and aid.

G.

This is a study of the results of the Provincial Examination in detail at the various stations, which is intended to be made only at intervals of some years.

MINING SCHOOLS.

The Department of mines carries on a number of schools of instruction under the direction of the inspector of mines. By the Mines Regulation Act all managers, underground managers and overmen are required to hold certificates of competency gained by examination. These examinations are conducted in writing by a board representing equally the mining profession, the employers and employees. Instructors are appointed at the principal mining centres who are charged with the preparation of candidates for examination. The courses extend over the winter months, and the instructors are paid according to results. The candidates for certificates as managers have no special instructors, they being usually men already holding underground managers certificates, and having at their disposal one or more instructors capable of imparting the additional information distinguishing managers from the lower grades. A large number of men have successfully passed these examinations and now fill all positions of trust about our coal mines. Last year forty certificates were issued to managers, underground managers and overmen.

A similar system of examination and instruction is pursued in the case of men employed about machinery used for raising and lowering persons into and out of the coal mines. There are three classes of certificates, and altogether sixteen certificates were granted last year.

All of which is respectfully submitted.

I have the honor to be, your obedient servant,

A. H. MACKAY,
Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, ETC.

TABLE I.—SCHOOL SECTIONS, &c. (GENERAL).

Nova Scotia, Year ended July, 1896.

COUNTIES.	Total No. of School Sections.	No. of Sections with- out School any part of the year.	Total No of Schools in session during any part of year.	No. of Schools in session 50 days or under.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 and under full year.	Full year of 216 days	Average No of days all schools were in session.	No. of Teachers.	No. of Licensed Assistant.	No. of Teachers holding Normal School Diploma.	No. of Pupils reg- istered at School during year.	Proportion of Popu- lation (census of 1891) at School during year.	No. School Libra- ries.	No. of School Scien- tific Collections.
Annapolis	107	9	117	...	2	5	8	43	59	206.	122	1	35	4745	1 in	2	4
Antigonish.....	81	9	81	...	1	2	11	32	35	213.7	87	...	6	3339	4.8	1	1
Cape Breton	132	24	165	2	2	10	25	54	72	200.3	165	2	33	7631	4.1	8	7
Colchester	122	6	149	1	4	11	23	83	27	194.5	162	...	98	6092	4.4	19	19
Cumberland	157	14	193	1	8	11	18	104	51	193.7	206	...	104	8920	3.8	4	3
Digby	80	3	103	...	3	7	3	39	51	203.2	106	2	27	4784	4.2	1	5
Guysboro	89	11	90	2	1	11	20	36	20	192.4	96	...	13	3733	4.6	...	...
Halifax County.	132	11	150	1	4	8	26	81	30	196.5	157	1	57	6844	4.8	3	2
Halifax City	1	...	139	2	4	1	20	1	111	194.	139	1	38	7669	5.	43	70
Hants	99	7	123	...	3	13	10	67	30	198.5	133	...	46	5271	4.2	18	20
Inverness	176	28	148	...	1	13	40	40	54	197.5	161	5	20	5843	4.4	1	1
Kings	106	8	121	1	4	11	16	42	47	194.7	136	...	43	5380	4.2	11	13
Lunenburg	147	7	171	2	4	13	10	67	75	198.	182	...	51	7592	4.1	3	3
Pictou.....	132	4	176	...	5	6	22	67	76	201.	194	...	49	7251	4.8	7	12
Queens	47	4	57	...	1	3	5	22	26	203.4	59	...	15	2116	5.	2	2
Richmond	71	5	76	1	...	3	15	15	42	205.1	76	...	7	3165	4.5	...	...
Shelburne	64	5	78	...	2	1	7	45	23	205.7	78	...	13	3334	4.5	1	3
Victoria	80	12	67	...	2	6	9	25	25	195.5	71	...	6	2265	5.5	...	1
Yarmouth	73	4	108	...	4	3	3	72	26	203.5	108	2	29	5058	4.4	10	7
Total 1896	1896	171	2312	13	55	138	291	935	880	199.8	2438	14	690	101,032	4.4	134	173
" 1895	1894	161	2305	16	55	127	294	955	858	198.7	2399	15	616	100,555	4.4	90	133
Increase	2	10	7	...	...	11	...	...	22	1.1	39	...	74	477	...	44	40
Decrease. ....	...	...	...	3	...	...	3	20	...	...	...	1	...	...	...	...	...

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS).
Nova Scotia, Year ended July, 1896.

COUNTIES.	MALE.							FEMALE.				TOTAL.		
	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	Third (Prov.)	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class. B.	Second-Class. C.	Third-Class. D.	Third (Prov.)	Males.	Females.	Total.
Annapolis	..	2	..	..	..	..	..	14	33	37	5	33	89	122
Antigonish	..	1	..	9	..	..	..	2	15	17	6	47	40	87
Cape Breton	..	4	..	6	..	..	..	10	43	41	5	66	99	165
Colchester	..	2	..	..	..	1	..	17	64	58	4	18	144	162
Cumberland	..	4	1	..	..	..	..	15	90	66	10	25	181	206
Digby	..	2	1	3	..	..	..	5	20	37	13	31	75	106
Guysboro	..	2	1	2	..	..	..	5	32	25	20	14	82	96
Halifax County	..	2	..	1	..	1	..	10	73	43	14	16	141	157
Halifax City	..	6	1	..	..	3	..	37	77	5	..	17	122	139
Hants	..	3	..	..	..	1	..	13	55	39	3	22	111	133
Inverness.	..	1	..	6	..	..	..	3	16	39	5	98	63	161
Kings	..	3	..	3	..	1	..	15	52	36	5	27	109	136
Lunenburg	..	2	..	1	..	1	..	12	68	75	5	21	161	182
Pictou	..	7	..	..	..	..	..	16	80	61	1	36	158	194
Queens	..	1	..	..	..	..	..	8	22	18	5	6	53	59
Richmond	6	..	..	..	..	10	20	8	38	38	76
Shelburne	..	2	..	..	..	..	..	4	36	21	4	13	65	78
Victoria	3	..	1	..	2	7	23	3	35	36	71
Yarmouth	..	2	..	..	..	1	..	11	47	24	6	19	89	108
Total 1896	..	46	4	41	..	10	..	199	840	885	122	582	1856	2438
" 1895	..	46	3	38	..	6	..	183	900	669	101	540	1859	2399
Increase	1	3	..	4	..	16	..	16	21	42	..	39
Decrease	60	..	..	..	3	..

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS).—Continued.
Nova Scotia, Year ended July, 1896.

COUNTRIES.	LICENSED AND STANTS.		Old Teachers, but new to Section.	Teachers con- tinued in the same section as previous year.	No whose total service as teacher was one year or under.	TOTAL PERIOD OF SERVICE.										
	Males.	Females.				Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	
Annapolis	1	1	29	46	47	29	12	11	15	7	9	9	6	6	13	1
Antigonish			17	44	26	17	8	6	10	9	10	7	5	7	5	3
Cape Breton		2	23	42	100	25	13	14	12	20	18	16	13	21	12	1
Colchester			27	89	46	36	17	24	15	15	17	20	12	2	3	1
Cumberland			35	107	64	38	21	17	18	17	47	26	10	5	7	1
Digby		2	15	44	47	14	10	17	9	6	13	14	13	9	5	1
Guysboro			15	44	37	15	5	12	10	8	19	9	9	3	1	1
Halifax County			27	50	80	42	22	11	10	16	29	22	11	4	4	1
Halifax City		1	8	11	120	8	5	6	4	11	16	22	25	18	24	1
Hants			22	61	50	14	20	20	21	13	13	12	11	6	3	1
Inverness	4		27	81	53	27	21	18	20	11	19	17	13	7	6	2
Kings			24	67	45	28	8	16	21	10	17	16	12	4	4	1
Lunenburg			19	76	87	36	14	22	21	19	25	20	14	6	5	1
Pictou			21	87	96	46	23	20	17	25	19	14	12	10	7	1
Queens			8	20	31	13	6	5	11	5	9	4	4	1	1	1
Richmond			12	29	35	12	14	8	4	6	11	8	8	1	3	1
Shelburne			14	34	30	19	6	12	3	7	12	10	3	1	3	2
Victoria			11	47	13	16	10	10	9	9	7	4	3	1	1	1
Yarmouth	1	1	7	42	59	17	11	16	9	10	6	11	13	10	5	1
Total 1896	5	9	361	1021	1056	452	246	265	239	224	316	251	197	122	112	14
" 1895	2	12	345	1058	996	389	239	276	281	234	310	255	202	113	110	...
Increase	3	3	16	37	60	63	7	11	42	...	6	4	5	9	2	14
Decrease																14

Venezuela, Year ended July, 1896.

COUNTIES.	CLASSES A. & B — MALES.									CLASSES A. & B — FEMALES.								
	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	1	4	1	1	1	1	2	5	1	3	1	1	5	1	1	1	1	1
Antigonish	1	2	2	1	1	1	1	4	1	1	2	2	3	3	5	3	1	1
Cape Breton	1	2	3	2	3	4	1	4	5	5	2	2	4	3	2	1	1	1
Colchester	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1
Cumberland	2	1	0	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
Digby	1	3	2	1	1	1	1	1	1	1	4	1	1	1	1	1	1	1
Guysboro	1	2	2	1	1	2	2	2	2	4	2	1	3	3	10	6	5	5
Halifax County	1	2	1	1	1	2	2	2	2	2	1	1	1	1	1	1	1	1
Halifax City	1	1	1	1	1	3	3	3	3	5	3	1	2	1	2	2	2	2
Hants	1	1	1	2	1	2	2	2	2	2	2	2	1	1	2	2	2	2
Inverness	1	1	1	2	1	3	3	3	3	2	3	1	2	1	2	2	2	2
Kings	1	2	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1
Laurenburg	1	2	2	1	1	1	1	1	1	2	2	2	1	1	2	2	2	2
Pictou	1	2	3	4	1	1	1	1	1	2	2	2	1	1	2	2	2	2
Queens	1	1	1	2	1	1	1	1	1	1	1	1	1	1	2	2	2	2
Richmond	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2
Shelburne	3	3	1	2	2	2	2	2	2	1	1	1	1	1	2	2	2	2
Victoria	3	1	3	1	2	1	1	1	1	1	1	1	2	2	2	2	2	2
Yarmouth	3	1	3	1	2	1	1	1	1	1	1	1	2	2	2	2	2	2
Total 1896	19	25	27	16	15	24	34	32	5	33	28	42	27	27	30	12	10	10
" 1895	9	20	32	19	16	36	24	35	3	23	21	37	32	24	35	6	8	8
Increase or Decrease	10	5	5	3	1	12	10	3	2	7	7	5	5	3	5	6	2	2

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF FIRST AND SECOND CLASSES).—Continued.

Nova Scotia, Year ended July, 1896.

COUNTIES.	CLASS C.—MALES.								CLASS C.—FEMALES.								
	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	5	1	2	1	1	1	1	3	3	5	8	7	3	2	3	2	...
Antigonish	1	2	5	5	...	4	1	4	5	3	8	3	3	...	...	1	...
Cape Breton	1	2	3	1	2	2	5	4	15	11	8	8	7	8	6	1	...
Colchester	4	...	...	1	...	1	1	...	7	15	24	13	8	6	2	2	...
Cumberland	2	2	2	1	2	2	1	...	1	5	4	4	2	6	3	4	...
Digby	1	2	...	...	...	...	...	...	1	5	10	9	8	...	2	2	...
Guyaboro	1	1	2	1	1	1	1	...	...	2	15	15	5	1	1	1	...
Halifax County	4	...	1	...	...	3	...	...	11	14	7	10	10	8	10	3	...
Halifax City .....	...	...	1	...	...	...	...	...	4	8	11	7	7	13	2	15	...
Hants .....	...	3	...	3	1	...	1	...	5	14	3	3	4	7	2	2	...
Inverness .....	...	4	4	3	4	4	3	...	1	4	11	7	4	1	...	...	...
Kings	4	...	2	1	...	1	...	...	3	13	11	8	9	5	1	2	...
Lunenburg .....	...	4	...	...	1	2	...	...	6	16	18	11	9	5	3	...	...
Pictou	4	3	4	1	...	...	...	1	13	16	19	10	6	9	5	2	...
Queens .....	...	...	1	1	...	...	...	...	2	5	5	6	2	2	...	...	...
Richmond .....	...	1	1	2	2	2	...	1	...	2	3	1	1	2	...	1	...
Shelburne	1	...	...	...	...	...	...	1	6	6	5	8	6	2	...	2	...
Victoria .....	...	3	2	2	1	1	...	...	...	1	2	2	2	...	...	...	1
Yarmouth .....	...	...	...	...	...	...	...	...	4	12	8	2	4	11	4	2	...
Total 1896	28	28	30	22	14	24	12	20	86	152	181	132	114	88	44	42	1
" 1895	22	28	39	17	23	15	16	18	76	191	194	155	119	82	47	36	...
Increase	6	...	9	5	...	9	...	2	10	...	...	...	...	6	...	6	1
Decrease .....	...	...	...	...	4	...	...	...	...	39	13	23	5	...	3	...	...

TABLE V.—ATTENDANCE (SEMI-ANNUAL AND ANNUAL).

Nova Scotia, Year ended July, 1896.

COUNTIES.	HALF YEAR.				ANNUAL ATTENDANCE OF PUPILS.									
	Days taught first half year.	Days taught second half year.	Total days' at- tendance first half year.	Total days' at- tendance second half year.	Under 5 years of age.	Between 5 and 15 years.	Over 15 years.	Total annual enrollment.	Boys.	Girls.	Total days' at- tendance for year.	Days taught during year.	Daily present on an average during year.	Average of quantity of attendance.
Annapolis	12,087.5	12,020.	271,053.5	262,939.5	108	4117	520	4745	2468	2277	533,193.	26,075.	2539.9	53.8
Antigonish.....	8,438.	8,877.	158,483.5	162,486.5	56	2879	404	3339	1830	1509	320,970.	17,315.	1546.5	53.2
Cape Breton	16,133.	16,923.	420,423.	407,209.	176	6931	524	7631	4045	3586	827,632.	33,056.	4062.	65.2
Colchester	14,271.	14,721.	333,839.	337,807.	91	5418	583	6092	3166	2926	671,646.	28,992.	3373.	66.3
Cumberland	18,319.	19,455.	466,735.	468,514.	163	8012	745	8920	4535	4385	935,249.	37,774.	4586.9	65.
Digby.....	10,387.	10,541.5	270,650.	257,367.	70	4312	402	4784	2432	2352	528,017.	20,928.5	2551.9	53.4
Guyaboro	8,119.5	9,204.	168,687.5	180,586.5	59	3351	323	3733	1979	1754	349,274.	17,323.5	1529.	59.5
Halifax County	14,206.5	15,278.5	356,849.5	394,114.5	156	6410	278	6844	3466	3378	750,964.	29,485.	3702.	63.4
Halifax City.....	12,904.	14,062	485,011.5	543,475.	136	7013	520	7669	3690	3979	1,028,486.5	26,966.	5251.6	72.9
Hants	12,247.5	12,220.5	278,081	272,758.	85	4688	498	5271	2763	2508	550,839.	24,468	2706.9	66.
Inverness	15,267.	16,535.	269,309.	290,246.	119	5127	597	5843	3111	2732	559,555.	31,802.	2773.5	58.2
Kings	11,826.	12,191.	275,204.	268,598.	85	4510	785	5380	2817	2563	543,802.	24,017.	2699.1	64.5
Lunenburg	16,839.	17,027.	409,321.	414,163.	242	6809	541	7592	3970	3622	823,484	33,866.	4055.3	60.2
Pictou.....	17,609.5	17,675.	432,902.	417,644.	61	6457	733	7251	3828	3423	850,546.	35,374.5	4075.9	67.5
Queens	5,752.	5,841.	123,540.	125,554.	27	1891	198	2116	1077	1039	249,094.	11,593.	1190	67.7
Richmond	7,599	7,995.	164,906.	164,933.	77	2908	180	3165	1721	1444	329,839.	15,594.	1644.8	63.
Shelburne	7,888.	8,155.5	179,532.	199,734.	81	2981	272	3334	1676	1658	379,266.	16,043.5	1712.1	66.9
Victoria	6,565	7,402.	112,582.	115,587.	50	2000	215	2265	1175	1090	228,169.	13,967.	1114.1	61.2
Yarmouth	10,677.5	11,309.	303,064.	297,683.	101	4508	449	5058	2567	2491	600,747.	21,986.5	2901.4	69.7
Total 1896.....	227,226	237,433.	5,450,173.5	5,581,399.	1943	90,322	8767	101,032	52,316	48,716	11,061,572.5	464,659.	54,015.9	63.
" 1895.....	223,112.5	232,165.	5,430,946.	5,342,309.	1741	90,371	8443	100,455	51,885	48,670	10,773,255.	455,277.5	54,006.8	65.1
Increase	4,113.5	5,268.	49,227.5	239,090.	202	.....	324	477	431	46	288,317.5	9,381.5	9.1	.....
Decrease .....	.....	.....	.....	.....	49	.....	.....	.....	.....	.....	.....	.....	.....	2.1

TABLE VI.—STATISTICS. (VARIOUS).
Nova Scotia, Year ended July, 1886.

COUNTIES.	No of PUPILS ON REGISTER WHOSE ATTENDANCE DURING THE YEAR WAS						No of PUPILS ON REGISTER.		SECTION.				VISITATION AND PRIZES.					
	50 days or less	Over 20 and up to 50 days	Over 50 and up to 100 days	Over 100 and up to 150 days	Over 150 and up to 200 days.	Over 200 days.	Belonging to this School Section.	From beyond Section.	No of children in the Section from 5 to 15 years of age.	No of those who did not attend school at all during the year.	Dead.	Blind.	No. of visits by Trustees and Secretary.	No of visits by school officials.	No. of visits by other visitors.	No. of Pupils at Public Schools and visitors at other institutions.	No. of Prizes awarded.	Value of Prizes awarded.
Annapolis	572	755	966	1065	1323	291	4537	208	4234	229	2	1	388	136	2037	678	76	38 20
Antigonish	377	584	841	754	718	75	3032	307	3074	205	2	2	519	139	1005	614	168	137 65
Cape Breton	765	1146	1533	1730	2112	315	7220	402	7449	509	3	3	1108	225	2157	1747	149	162 85
Colchester	480	916	1283	1539	1630	176	5087	395	5947	301	1	1	435	162	2055	1094	161	93 28
Cumberland	923	1539	1839	2017	2257	315	5022	398	5321	509	5	5	537	279	2921	1872	76	32 50
Digby	551	740	1033	1074	1238	343	4965	119	4605	330	4	2	354	146	1438	663	82	51 10
Guyaboro	440	608	1051	822	726	86	3576	157	3938	242	3	3	350	77	1636	685	59	19 18
Halifax County	543	1108	1325	1779	1895	194	6763	141	6873	616	1	1	460	270	2302	2296	160	67 60
Halifax City	341	687	871	1775	3813	181	7524	146	7600	630	1	1	367	618	1948	1227	38	13 00
Hants	482	762	1067	1172	1386	202	5004	257	4710	292	1	1	385	157	1613	1883	61	34 95
Inverness	513	1000	1362	1226	156	306	5237	406	5300	451	5	2	1296	152	2009	812	41	28 10
Kings	409	1020	1307	1218	1469	157	5038	344	4350	273	1	1	338	174	1823	1505	69	23 64
Lunenburg	703	1292	1615	1480	2069	433	7431	161	7336	577	4	1	576	237	3102	2847	151	52 00
Pictou	519	963	1422	1765	2224	359	6783	456	7048	666	1	1	567	287	3928	2003	175	109 50
Queens	184	265	411	404	680	163	2030	86	2013	136	1	1	205	66	952	800	37	14 92
Richmond	553	494	640	719	730	219	2988	177	3133	351	1	1	444	104	1256	155	45	14 85
Shelburne	278	503	662	696	940	255	3234	100	3195	250	2	2	282	100	1416	984	69	22 00
Victoria	269	480	669	431	534	123	2030	175	2033	137	2	2	487	62	1223	307	21	13 40
Yarmouth	330	755	895	1108	1665	305	4957	101	4845	316	3	3	393	151	2052	1384	116	43 75
Total 1886	8421	15900	20572	22854	25593	4496	96296	4746	95903	6882	39	9	9476	3452	33108	23656	1731	971 65
" 1885	9403	16406	21131	21875	27343	4235	94811	4744	94422	6835	43	15	9460	3425	34380	24544	2437	1268 57
Increase	582	809	619	976	1250	261	475	2	1481	147	4	6	16	27	718	888	706	337 71
Decrease.																		

* Of these 480 attend private school.

TABLE X.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE IX OR D).
Nova Scotia, Year ended July, 1896.

COUNTIES.	English.	Latin.	French.	History.	Geography.	Botany.	Physics.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Manual Training.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	391	54	34	373	393	275	270	340	331	391	342	307	11	401	215	186
Antigonish	93	34	16	95	93	57	89	70	89	91	92	93	87	93	87	6
Cape Breton	254	32	42	248	246	210	215	236	230	232	236	221	39	255	183	72
Colchester	287	112	37	287	287	250	286	268	278	287	278	265	..	287	236	51
Cumberland	212	30	27	207	211	177	170	195	189	213	208	169	..	213	160	53
Digby	167	12	3	147	160	123	119	131	131	169	137	136	..	172	109	63
Guyaboro	65	19	..	65	65	53	56	56	64	65	65	64	..	65	51	14
Halifax County	97	..	..	97	97	90	83	87	80	96	91	87	..	96	79	17
Halifax City	199	150	74	199	199	189	199	199	199	199	199	199	12	199	183	11
Hants	346	19	19	348	348	281	266	320	304	351	341	286	..	368	228	140
Inverness	40	7	8	40	40	37	37	40	40	40	40	37	0	47	42	5
Kings	522	65	50	520	526	361	340	399	483	541	420	421	2	548	243	305
Lunenburg	151	4	2	153	157	124	74	103	128	145	148	139	..	160	90	70
Pictou	357	49	68	348	356	318	300	333	346	361	346	341	..	363	307	56
Queens	97	5	2	99	102	61	..	65	90	105	96	81	..	105	50	40
Richmond	40	5	13	42	42	40	39	39	41	42	41	37	..	42	36	6
Shelburne	133	19	16	134	138	100	104	137	142	142	136	130	6	139	98	41
Victoria	4	60	..	10	10	30	30	50	50	70	50	120	..	11	11	..
Yarmouth	146	18	34	146	147	163	118	132	132	151	142	132	3	151	101	50
Total 1896	3601	703	445	3558	3617	2907	2735	3194	3374	3711	3398	3265	82	3715	2523	1192
" 1895	3284	702	428	3257	3306	2594	2518	2889	3090	3335	3098	2934	137	3376	2386	990
Increase	317	1	17	301	311	313	217	305	275	376	310	431	..	339	137	202
Decrease .....	..	..	..	..	..	..	..	..	..	..	..	..	53	..	..	..

TABLE XII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI OR B.)

Nova Scotia, Year ended July, 1896.

COUNTIES	English.	Latin	Greek.	French.	German.	History.	Physics.	Algebra.	Geometry.	Prec Mathematics.	Physiology.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	54	26	2	10	..	54	54	54	54	54	54	..	26	64	54	..
Antigonish	45	37	11	33	..	40	40	35	25	36	36	..	16	50	50	..
Cape Breton	27	13	6	..	..	27	27	27	27	27	27	..	13	27	27	..
Colchester	31	34	17	13	..	52	52	52	52	52	51	..	43	52	50	2
Cumberland	30	13	..	..	..	30	31	30	30	30	30	..	25	31	30	1
Digby	10	6	3	2	..	10	9	9	9	9	8	..	8	10	9	1
Guysboro	9	..	..	..	..	9	9	9	9	9	8	..	5	9	9	..
Halifax County	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Halifax City	90	51	20	49	6	90	88	89	88	90	89	21	82	90	86	4
Hants	14	1	..	..	3	14	14	16	13	13	13	..	13	16	13	3
Inverness	14	9	..	..	..	14	14	14	14	11	14	..	14	14	14	..
Kings	40	27	24	5	..	39	40	32	25	26	39	..	16	40	33	7
Lawsonburg	17	3	..	..	..	17	16	16	17	17	17	..	11	17	16	1
Pictou	70	44	18	23	4	70	69	70	70	68	69	..	44	70	68	2
Queens	11	2	..	2	..	11	11	11	11	11	11	..	10	11	11	..
Richmond	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shelburne	18	3	..	..	..	18	18	19	18	19	6	..	16	19	18	1
Victoria	20	60	..	..	..	5	40	50	120	50	20	..	5	5	5	..
Yarmouth	20	11	4	15	8	21	20	20	20	20	20	..	15	20	20	..
Total 1896	540	340	105	169	21	521	552	553	612	541	514	21	364	535	513	22
" 1895	561	275	72	134	33	513	492	550	550	533	453	25	313	562	521	41
Increase	..	65	33	35	12	8	60	3	62	8	61	4	51	..	8	..
Decrease	20	..	..	..	..	..	..	..	..	..	..	..	..	27	..	19

TABLE XIII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII OR A.).

Nova Scotia, Year ended July, 1896.

COUNTIES.	English.	Latin.	Greek.	French.	German.	History.	Botany.	Physics	Chemistry.	Algebra.	Geometry.	Psychology.	Sanitary Science.	Zoology.	Geology.	Astronomy.	Navigation.	Trigonometry.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. of Pupils taking full regular course.	No. taking partial or special course.
Annapolis	3	3	3	3	..	3	3	3	3	3	3	11	2	..	..	..	3	3	..	..	5	3	3
Antigonish	14	13	8	19	..	4	..	11	10	4	4	11	2	..	..	..	..	..	..	..	12	12	..
Cape Breton	..	..	..	..	..	..	1	1	1	..	..	1	5	1	1	1	1	..	..	1	1	..	1
Colchester	15	16	12	2	..	14	..	16	..	..	16	8	5	..	..	..	9	..	..	16	16	..	16
Cumberland	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Digby	3	3	2	..	..	2	..	2	..	..	3	2	2	..	1	1	..	..	..	..	3	..	3
Guysboro	2	2	..	2	..	..	..	2	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
Halifax County	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Halifax City	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hants	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Inverness	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kings	18	18	17	..	..	17	..	..	..	..	..	17	10	4	4	..	..	..	..	..	..	18	..
Lunenburg	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pictou	22	20	13	19	8	21	9	12	11	19	19	21	21	9	9	12	9	18	..	21	22	22	..
Queens	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Richmond	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shelburne	3	3	3	..	..	3	..	..	3	3	3	3	3	..	..	..	..	3	..	1	3	3	..
Victoria	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yarmouth	8	8	..	8	8	5	7	8	8	9	5	5	5	6	5	8	8	8	..	9	9	7	2
Total 1896	88	86	58	53	16	69	20	55	36	38	53	68	48	20	20	22	30	43	..	58	19	62	27
" 1895	51	46	27	21	8	39	19	38	35	40	42	42	30	15	18	19	20	31	..	35	58	42	16
Increase	37	40	31	32	8	30	1	17	1	..	11	26	18	5	2	3	10	12	..	23	31	20	11
Decrease	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..

TABLE XIV.—AVERAGE SALARY OF MALE TEACHERS.

Nova Scotia, School Year ended July, 1896.

COUNTIES.	CLASS A—(MALE).			CLASS B—(MALE).			CLASS C—(MALE).			CLASS D—(MALE).		
	Prov. (Grant.	From Section.	Total	Prov. (Grant.	From Section.	Total.	Prov. (Grant.	From Section.	Total.	Prov. (Grant.	From Section.	Total.
Annapolis			\$ 760 00	\$120 00	\$282 38	\$402 58	\$90 00	\$190 00	\$280 00	\$60 00	\$117 50	\$177 50
Antigonish			687 50	120 00	178 11	298 11	90 00	124 00	214 00	60 00	110 63	170 63
Cape Breton			442 50	120 00	263 55	383 55	90 00	154 66	244 66	60 00	104 27	164 27
Colchester			1000 00	120 00	379 16	499 16	90 00	142 62	232 62			
Cumberland			912 50	120 00	312 00	432 00	90 00	193 63	283 63	60 00	139 16	199 16
Digby			633 00	120 00	265 42	385 42	90 00	150 16	240 16	80 00	177 70	237 70
Guyaboro			625 00	120 00	415 00	535 00	90 00	141 25	231 25	60 00	82 50	142 50
Halifax County			750 00	120 00	160 00	280 00	90 00	190 62	280 62	60 00	141 25	201 25
Halifax City			960 00	120 00	667 00	787 00	90 00	610 00	700 00			
Hants			760 00	120 00	256 67	376 67	90 00	206 88	296 88	60 00	130 00	190 00
Inverness			750 00	120 00	127 00	247 00	90 00	102 00	192 00	60 00	71 00	131 00
Kings			840 00	120 00	252 27	372 27	90 00	192 33	282 33	60 00	141 66	201 66
Lunenburg			910 00	120 00	226 00	346 00	90 00	133 00	223 00	60 00	110 75	170 75
Pictou			938 75	120 00	291 38	411 38	90 00	177 63	267 63	60 00	121 50	181 50
Queens			750 00	120 00	240 00	360 00	90 00	147 50	237 50	60 00	100 00	160 00
Richmond				120 00	225 83	345 83	90 00	158 89	248 89	60 00	110 56	170 56
Shelburne			600 00	120 00	277 00	397 00	90 00	193 33	288 33	60 00	140 00	200 00
Victoria				120 00	80 00	200 00	90 00	117 00	207 00	60 00	107 00	167 00
Yarmouth			1100 00	120 00	379 16	499 16				60 00	164 00	224 00
Total 1896			\$ 789 36	\$120 00	\$277 78	\$397 78	\$90 00	\$185 02	\$275 02	\$60 00	\$121 73	\$ 181 73
" 1895			837 99	120 77	298 50	419 27	90 57	197 14	297 71	60 38	121 92	182 30
Increase												
Decrease												
			\$48 63	\$0 77	\$20 72	\$21 49	\$0 57	\$12 12	\$12 69	\$0 38	\$0 19	\$0 57

TABLE XV.—AVERAGE SALARY OF FEMALE TEACHERS.
Nova Scotia, School Year ended July, 1896.

COUNTIES	CLASS A—(FEMALE).			CLASS B—(FEMALE).			CLASS C—(FEMALE).			CLASS D—(FEMALE).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis.....	\$120 00	\$152 86	\$272 86	\$90 00	\$129 58	\$219 58	\$60 00	\$95 72	\$155 72
Antigonish.....	120 00	150 00	270 00	90 00	124 00	214 00	60 00	92 52	152 52
Cape Breton.....	120 00	216 00	336 00	90 00	155 88	245 88	60 00	99 37	159 37
Colchester.....	\$525 00	120 00	154 62	274 62	90 00	143 80	233 80	60 00	98 06	158 06
Cumberland.....	120 00	181 00	301 00	90 00	147 07	237 07	60 00	111 20	171 20
Digby.....	120 00	132 00	252 00	90 00	124 75	214 75	60 01	108 02	168 02
Guysboro.....	120 00	204 00	324 00	90 00	143 03	233 03	60 00	99 09	159 09
Halifax County.....	300 00	120 00	200 50	320 50	90 00	176 34	266 34	60 00	121 89	181 89
Halifax City.....	800 00	120 00	241 00	361 00	90 00	182 00	272 00	60 00	147 00	207 00
Hants.....	600 00	120 00	202 86	322 86	90 00	147 20	237 20	60 00	111 00	171 00
Inverness.....	120 00	110 00	230 00	90 00	85 00	175 00	60 00	57 00	117 00
Kings.....	550 00	120 00	185 00	305 00	90 00	141 10	231 10	60 00	100 90	160 90
Lunenburg.....	550 00	120 00	166 00	286 00	90 00	126 60	216 60	60 00	101 00	161 00
Pictou.....	120 01	181 50	301 50	90 00	130 95	220 95	60 00	97 92	157 82
Queens.....	120 00	170 00	290 00	90 00	121 00	211 00	60 00	90 40	150 40
Richmond.....	120 00	.....	.....	90 00	93 50	183 50	60 00	86 43	146 43
Shelburne.....	120 00	178 75	298 75	90 00	138 89	228 89	60 00	98 50	158 50
Victoria.....	750 00	120 00	237 00	357 00	90 00	124 00	214 00	60 00	75 50	135 50
Yarmouth.....	900 00	120 00	218 63	338 63	90 00	173 55	263 55	60 00	121 60	181 60
Total 1896.....	\$621 87	\$120 00	\$182 32	\$302 32	\$90 00	\$137 27	\$227 27	\$60 00	\$100 68	\$160 68
" 1895.....	533 66	120 77	189 13	309 90	90 57	141 64	232 21	60 33	102 56	162 94
Increase.....	\$88 21	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease.....	\$0 77	\$6 81	\$7 58	\$0 57	\$4 37	\$4 94	\$0 38	\$1 88	\$2 26

TABLE XVI.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR YEAR ENDED
JULY, 1896.

MUNICIPALITIES.	Grand total days' attendance made by all the pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount appropriated.	Amount per Pupil in attendance the Full Term.
Annapolis . . .	489,525	\$ 2,821 80	\$ 2,693 68	\$ 75 00	\$ 225 00	\$ 5,805 48	\$1 15
Antigonish . .	322,261	2,105 28	2,518 32	75 00	135 00	4,833 60	1 64
Cape Breton . .	828,372	3,988 53	6,158 80	...	180 00	10,327 33	1 59
Colchester . . .	313,124	3,015 79	2,785 01	487 50	315 00	6,603 30	1 14
Cumberland . .	935,249	4 501 56	5,533 24	150 00	225 00	10,409 80	1 23
Digby	295,579	1,580 49	1,843 80	44 37	53 24	3,531 90	1 30
Clare	204,418	1,054 79	1,315 02	30 63	36 76	2,437 20	1 34
Guyaboro . . .	260,317	1,481 39	2 123 69	196 91	67 51	3,869 40	1 72
St. Mary's . . .	88,505	593 79	607 23	65 59	22 49	1,289 10	1 42
Halifax Co. . .	598,049	3,046 09	5 305 61	...	135 00	8,486 70	1 75
Hants, East . .	242,824	1,440 77	1,298 57	...	110 66	2,850 00	1 12
" West	240,462	1,230 64	1,509 82	...	114 34	2,944 80	1 45
Inverness . . .	558,821	3 821 51	3,607 79	150 00	135 00	7,714 30	1 36
Kings	545,287	2,943 02	3,453 98	225 00	135 00	6,757 00	1 32
Lunenburg . . .	689,929	3,359 71	3 896 73	371 76	74 35	7,702 55	1 20
Chester	131,060	639 03	868 44	78 24	15 65	1,621 36	1 39
Pictou	850,546	4,298 16	5,679 84	300 00	90 00	10,368 00	1 41
Queens	240,413	1,429 66	1,678 01	75 00	...	3,182 67	1 41
Richmond . . .	358,471	1,814 89	2,240 13	75 00	90 00	4,320 02	1 42
Shelburne . . .	193,226	1 010 07	1,184 28	38 87	93 28	2,326 50	1 32
Barrington . . .	186,140	867 61	1,220 94	36 13	86 72	2,231 40	1 41
Victoria	228,754	1,670 61	2,069 03	...	...	3,740 54	1 90
Yarmouth . . .	359,813	1,766 90	1,830 03	217 55	52 22	3,866 70	1 10
Argyle	243,357	965 48	1,635 29	157 45	37 78	2,799 00	1 44
Total 1896 . .	9,613,502	\$51,600 57	\$63,138 08	\$2,850 00	\$2,430 00	\$120,018 65	\$1 39
" 1895	9,779,464	50,876 10	63,924 58	1,800 00	3,300 00	119,900 68	1 43
Increase . . . .	...	\$724 47	...	1 050 00	...	\$117 97	...
Decrease	165,962	...	\$786 50	...	\$870 00	...	\$0 04

TABLE XVII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTIES.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.		TOTAL
	First Half Year.	Second Half Year.	
Annapolis	\$125 33	\$116 28	\$241 61
Antigonish	76 27	79 06	155 33
Cape Breton	97 20	115 70	212 90
Colchester	133 97	163 89	297 86
Cumberland	111 43	128 28	239 71
Digby	128 68	139 79	268 47
Guysboro	77 19	103 99	181 18
Halifax	148 74	151 26	300 00
Hants	112 69	110 89	223 58
Inverness	116 90	164 08	280 98
Kings	135 50	152 20	287 70
Lunenburg	137 78	109 71	247 49
Pictou	137 83	114 65	252 48
Queens	79 32	88 20	167 52
Richmond	104 39	106 94	211 33
Shelburne	25 45	24 53	49 98
Victoria	54 14	78 96	143 10
Yarmouth	51 82	86 04	137 86
Total 1896	\$1864 63	\$2034 45	\$3899 08
" 1895	1888 75	2104 92	3993 67
Increase			
Decrease	\$24 12	\$70 47	\$94 59

TABLE XVIII.

POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools	Amount of County Assess- ment paid to these Schools over and above ordinary allowance.
Annapolis, County of.....	19	\$192 66
Antigonish, ".....	14	168 60
Cape Breton, ".....	18	226 99
Colchester, ".....	23	213 19
Cumberland, ".....	21	205 79
Digby, District of.....	14	177 58
Clare, ".....	7	97 96
Guysboro, ".....	9	103 32
St. Mary's, ".....	4	33 26
Halifax, County of.....	22	275 54
Hants, District of, East.....	12	102 03
" " West.....	7	87 95
Inverness, County of.....	20	223 21
Kings, ".....	24	256 66
Lunenburg and New Dublin, District of.....	15	143 98
Chester, District of.....	6	64 35
Pictou, County of.....	19	171 76
Queens, ".....	12	122 98
Richmond, ".....	14	167 76
Shelburne, District of.....	3	32 99
Barrington, ".....	4	37 05
Victoria, County of.....	9	118 52
Yarmouth, District of.....	11	102 67
Argyle, ".....	2	23 75
Total 1896.....	309	\$3350 55
" 1895.....	316	3524 61
Increase.....	.....	.....
Decrease.....	7	\$174 06

TABLE XIX.—COUNTY ACADEMIES.

ACADEMY.	INSTRUCTORS.	Class of License.	Annual. Salary.	Department, or subjects taught, (subjects may be given briefly by Nos. from 65 to 90, as in following table).	Hours per Day.
Annapolis.....	W. M. McVicar, A. M.....	A. cl.	\$ 900 00	Nos. 67, 68, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88.	5½
Antigonish.....	Rev. Daniel A. Chisholm, D. D. Rev. Alex. Thompson, D. D.... Edward Wm. Connolly, B. A. James J. Tompkins, B. A.....	B. A. cl. A. cl. A. cl.	500 00 750 00 750 00 750 00	" 105, 106, 107..... " 112, 120, 117, 111, 126..... " 104, 107, 110, 115, 117, 118. All Junior..... " 106, 108, 109, 125, 126. Intermediate.....	2 4 4 4
Cape Breton	E. T. Mackeen	A. cl.	900 00	" 67, 68, 70, 71, 72, 73, 76, 77, 83, 86	5
	Frank I. Stewart, B. A.....	A. cl.	750 00	" 69, 74, 78, 79, 80, 81, 82, 84, 85, 87, 88.....	5
Clare	J. Alphonse Benoit	A. sc	750 00	" 67, 74, 77, 78, 79, 80, 81, 82, 83, 84, 85	4
	Rev J. M. Haquin			" 86, 87	1½
	P. Bertie Mellish, B. A. (Oxon.)			" 69, 70 71, 72, 75, 76	3½
	Rev. A. Brand.....			" 86, 87, 88.....	2
	Rev. J. E. Hamelin.....			" 86, 88	3
	J. M. Deveau	C.		" 66	
Colchester	W. R. Campbell, M. A.	A. cl.	1200 00	" 82, 84, 85, 86, 87	4½
	James Little	B.	1050 00	" 78, 80, 81, 83, 84	4½
	M. D. Henneon, B. A.....	A. cl.	800 00	" 72, 75, 76, 79, 83, 125, 126	4½
	E. M. Mackenzie, M. A.	A. cl.	525 00	" 78, 86, 70, 71, 72	4½
	J. E. Barteaux.....	B.	350 00	" 74, 75, 76, 77, 78, 81.....	4½
	May Tweedie, M. L. A.....		210 00	" 88	2½
Cumberland.....	E. J. Lay.....	A. cl.	1300 00	" 67, 69, 72, 76, 79, 80, 81, 82, 83, 86, 88	5
	N. D. MacTavish.....	A. sc.	800 00	" 69, 71, 72, 74, 75, 77, 78, 80, 81, 84, 85.....	5
Digby	I. M. Longley, B. A.....	A. cl.	750 00	All su' jects	4½
Guysboro..	E. B. Smith, B. A.....	A. cl.	750 00	All subjects	5½

Halifax	W. T. Kennedy	A. cl.	\$1600 00	Nos. 67, 68, 71, 72, 75, 76, 81, 85	4
	Silvanus A. Morton, M. A.	A. cl.	1250 00	" 74, 78, 79, 80, 84, 85	4
	S. Katherine Mackintosh	A. cl.	800 00	" 67, 68, 70, 71, 72, 75, 76, 83	4
	Florence A. Peters	B.	700 00	" 72, 74, 78, 80, 82, 84	4
	Jotham W. Logan, B. A.	A. cl.	1100 00	" 86, 87	4
	Jules Lanos, M. A.		300 00	" 88	
	Chas. D. McDonald, M. A.		300 00	" 89	
	Kate Floss Hill		250 00	" 77	
Hants	John Arnold Smith, B. A.	A. cl.	1000 00	All subjects	4½
Inverness	T. M. Phelan, B. A.	A. cl.	750 00	All subjects	5
Kings	Angus McLeod	A. cl.	1000 00	Nos. 67, 68, 72, 74, 78, 79, 80, 81, 83, 86	4½
	E. Hart Nichols, B. A.	A. cl.	750 00	" 72, 75, 76, 82, 83, 84, 85	4½
	Jennie W. Ross, M. A.	A. cl.	550 00	" 66, 70, 71, 72, 77, 87, 88, 89	4½
Lunenburg	B. McKittrick, B. A.	A. cl.	1000 00	All subjects	5
Pictou	Robert McLellan	A. cl.	1200 00	Nos. 86, 87, 88, 89	4
	C. B. Robinson, B. A.	A. cl.	800 00	" 74, 75, 77, 78, 80, 82, 83	4
	Clarence L. Moore, B. A.	A. cl.	850 00	" 75, 79, 81, 82, 84, 85	4
	A. C. L. Oliver, B. A.	A. cl.	850 00	" 72, 76	4
Queens	J. D. Sprague	A. cl.	750 00	All subjects	5
Shelburne	C. Stanley Bruce	A. cl.	750 00	All subjects	5
Victoria	Margaret J. McPhee, B. A.	A. cl.	750 00	All subjects	4½
Yarmouth	A. Cameron	A. cl.	1200 00	Nos. 72, 79, 80, 81, 82, 83, 84, 85, 88, 90	5
	Antoinette Forbes, B. A.	A. cl.	900 00	" 74, 75, 76, 77, 78, 82, 83, 84, 85, 96, 87	5
	Beatrice Tooker	B.	125 00	" 72, 80, 88	2½

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMY.	ENGLISH.					LATIN.					GREEK.				FRENCH.					GERMAN.				HISTORY.			
	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.		
Annapolis	12	11	4	...	27	12	11	3	...	26	12	11	3	...	1	5	6	3	...	14	12	11	4	...	27		
Antigonish	49	37	45	14	145	32	27	37	13	109	49	37	37	13	19	...	23	33	...	75	49	29	40	4	122		
Cape Breton	36	16	10	...	62	12	9	6	...	27	12	9	6	...	8	13	5	...	...	18	36	16	10	...	62
Clare	9	5	3	...	17	4	2	3	...	9	4	2	3	...	5	3	2	2	...	7	9	5	3	...	17		
Colchester	109	69	41	15	234	96	60	30	16	202	17	15	12	...	44	37	26	13	2	78	109	68	42	14	233		
Cumberland	29	22	18	...	69	17	9	12	...	38	25	15	9	...	49	29	22	18	...	69	29	22	18	...	69		
Digby	13	11	5	3	32	3	9	3	2	18	...	...	2	...	2	...	...	...	...	...	13	11	5	2	31
Guysboro	26	11	9	2	48	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	26	11	9	...	45
Halifax	128	124	74	...	326	106	66	51	...	223	14	20	...	...	34	20	80	33	...	133	128	124	74	...	326
Hants	25	14	7	...	46	6	7	1	...	14	5	2	...	...	2	5	2	...	...	7	25	14	7	...	46
Inverness	5	11	11	...	27	3	6	9	...	18	...	...	...	...	...	...	4	6	...	10	5	11	11	...	27
Kings	46	37	22	18	123	38	31	14	18	101	...	...	...	...	17	38	31	4	...	73	46	37	22	18	123
Lunenburg	15	20	12	...	47	...	4	3	...	7	...	...	...	...	...	...	...	...	...	1	15	20	12	...	47
Pictou	83	67	41	22	213	23	35	33	20	111	11	17	13	...	41	43	20	15	...	97	83	67	41	21	212		
Queens	13	9	11	...	33	5	2	2	...	9	...	...	...	...	...	2	4	2	...	8	13	9	11	...	33
Shelburne	9	13	12	1	35	4	2	1	1	8	...	...	...	...	1	...	...	...	...	...	9	13	12	1	35
Victoria	11	11	6	...	27	11	11	4	...	26	...	...	...	...	2	...	...	...	...	...	11	11	5	...	27
Yarmouth	25	9	10	8	52	11	5	7	8	31	24	8	7	...	47	25	8	...	...	8	25	9	10	5	49
Total 1896	643	497	340	83	1563	383	296	219	81	979	46	70	64	...	180	215	226	128	...	619	643	488	336	65	1532		
" 1895	640	459	366	45	1510	383	291	221	41	936	58	65	21	...	144	174	169	104	...	473	634	451	332	36	1453		
Increase	3	38	...	38	53	...	5	...	40	43	...	5	43	...	36	41	57	24	...	146	9	37	4	29	79		
Decrease	...	...	26	...	...	...	...	2	...	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ANALYSIS OF HIGH SCHOOL STUDIES.																					
ACADEMY.	GEOGRAPHY.				BOTANY.			PHYSICS.			CHEMISTRY.			DRAWING.			BOOK-KEEPING.				
	Grade IX.	Grade X.	Grade XI.	Total.	Grade IX.	Grade XII.	Total.	Grade IX.	Grade XI.	Grade XII.	Total.	Grade X.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Total.	Grade IX.	Grade X.	Total.
Annapolis	12	11	4	27	12	...	12	16	4	...	16	14	...	14	12	11	...	23	12	11	23
Antigonish	49	29	44	122	49	...	92	92	32	11	92	31	10	41	31	33	...	64	49	34	83
Cape Breton	36	16	...	52	36	...	46	46	10	...	46	16	...	16	36	16	...	52	36	16	52
Clare	9	5	3	17	9	...	12	12	3	...	12	5	...	5	9	5	...	14	9	5	14
Colechester	109	69	...	178	109	...	167	167	42	16	167	69	...	69	109	68	...	177	109	68	177
Cumberland	29	22	...	51	29	...	47	47	18	...	47	22	...	22	29	22	...	51	29	22	51
Digby	13	11	5	29	13	...	20	20	5	2	20	11	...	11	13	11	...	24	13	11	24
Guysboro	26	11	9	46	26	...	37	37	9	2	37	11	...	11	26	11	...	37	26	11	37
Halifax	128	124	74	326	128	...	200	200	72	...	200	122	...	122	128	124	...	252	128	124	252
Hants	25	14	7	46	25	...	32	32	7	...	32	14	...	14	25	14	...	39	25	14	39
Inverness	5	11	...	16	5	...	16	16	11	...	16	10	...	10	5	10	...	15	5	11	16
Kings	46	37	...	83	46	...	68	68	22	...	68	37	...	37	46	37	...	83	46	37	83
Lunenburg	15	20	12	47	15	...	27	27	12	...	27	20	...	20	15	20	...	35	15	20	35
Pictou	83	67	...	150	82	9	135	135	40	12	135	67	11	78	81	68	...	149	81	68	149
Queens	13	9	11	33	13	...	24	24	11	...	24	9	...	9	13	9	...	22	13	9	22
Shelburne	9	13	13	35	9	...	21	21	12	...	21	13	...	13	9	13	...	22	9	13	22
Victoria	11	11	5	27	11	...	16	16	5	...	16	11	...	11	11	11	...	22	11	11	22
Yarmouth	25	9	15	49	25	7	43	43	10	8	43	9	8	17	25	9	...	34	25	9	34
Total 1896	643	489	202	1334	642	16	658	1019	325	51	1019	491	29	520	623	492	...	1115	641	494	1135
" 1895	631	453	168	1252	675	20	695	952	301	38	952	454	32	486	613	451	19	1083	624	453	1077
Increase	12	36	34	82	...	...	...	67	24	13	67	37	3	...	10	41	...	32	17	41	58
Decrease	...	...	...	...	33	4	37	...	...	...	...	...	...	...	...	...	19	...	...	...	...

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMY.	AVERAGE AGE OF TOTAL PUPILS IN EACH GRADE. (On first day of School Year.)				REVENUE.					EXPENDITURE.					
	Grade				Provincial Grant.	School Section Funds.	Fees.	Other Sources.	Total.	Salaries.	Apparatus.	Building and Repairs.	Fuel and At- tendance.	Miscellaneous.	Total.
	IX	X.	XI.	XII.											
	Yrs.	Yrs.	Yrs.	Yrs.											
Annapolis.....	15.16	16.2	19.06	...	\$ 500 00	\$ 650 00	.....	.....	\$ 1150 00	\$ 900 00	.....	\$ 50 00	\$200 00	.....	\$ 1150 00
Antigonish	16.04	18.25	17.65	20.41	1500 00	500 00	\$200 00	\$1010 00	3210 00	3000 00	\$ 80 00	20 00	100 00	\$ 10 00	3210 00
Cape Breton	15.79	17.24	18.48	.....	1000 00	870 00	.....	.....	1870 00	1650 00	25 00	165 00	25 00	5 00	1870 00
Clare	16.92	20.04	18.26	.....	500 00	.....	.....	375 00	875 00	750 00	65 00	.....	60 00	.....	875 00
Colchester	15.21	16.05	18.16	18.24	1720 00	2405 00	.....	.....	4125 00	3575 00	100 00	50 00	40 00	.....	4125 00
Cumberland	15.00	16.41	16.47	.....	1000 00	1280 00	.....	.....	2280 00	2100 00	80 00	.....	100 00	.....	2280 00
Digby	14.21	18.11	17.47	17.5	500 00	350 00	.....	.....	850 00	750 00	.....	.....	75 00	25 00	850 00
Guysboro	15.8	16.47	17.35	15.47	500 00	290 00	.....	90 00	880 00	750 00	20 00	.....	40 00	70 00	880 00
Halifax	16.17	16.1	17.07	.....	1720 00	6978 78	142 50	352 25	9193 53	6340 00	10 85	246 13	528 77	2067 78	9193 53
Hants	15.02	15.6	17.02	.....	500 00	500 00	.....	324 00	1324 09	1000 00	12 00	.....	264 00	48 00	1324 00
Inverness	15.03	16.74	17.00	.....	500 00	286 00	.....	.....	786 00	750 00	.....	11 00	25 00	.....	786 00
Kings	14.56	15.5	18.33	18.63	1500 00	800 00	.....	163 00	2463 00	2300 00	50 00	.....	100 00	13 00	2463 00
Lunenburg	15.53	16.04	16.1	.....	500 00	1025 00	.....	10000 00	11525 00	1000 00	450 00	10000 00	50 00	25 00	11525 00
Pictou	15.19	15.69	18.14	20.01	1720 00	2560 00	185 00	.....	4465 00	3700 00	100 00	200 00	350 00	115 00	4465 00
Queens	15.86	16.73	18.33	.....	500 00	300 00	.....	.....	800 00	750 00	20 00	.....	30 00	.....	800 00
Shelburne	15.67	16.09	17.12	18.53	500 00	550 00	.....	.....	1050 00	750 00	30 00	150 00	120 00	.....	1050 00
Victoria	14.84	16.4	17.23	.....	500 00	340 00	.....	26 75	866 75	750 00	31 75	45 00	35 00	5 00	866 75
Yarmouth	15.4	15.48	16.8	18.34	500 00	1862 50	.....	.....	2362 50	2262 50	50 00	.....	50 00	.....	2362 50
Total 1896 ..	15.40	16.62	17.58	18.39	\$15660 00	\$21547 28	\$527 50	\$12341 00	\$50075 78	\$33077 50	\$1124 60	\$10937 13	\$2552 77	\$2383 78	\$50,075 78
" 1895 ..	15.37	16.69	17.77	18.98	15160 00	24515 00	677 00	28532 50	68884 50	33716 00	455 00	27810 00	3673 50	3230 00	68,884 50
Increase .....	.03	.....	.....	.....	\$500 00	.....	.....	.....	.....	.....	\$669 60	.....	.....	.....	.....
Decrease ..	.....	.07	.19	.59	.....	\$2967 72	\$149 50	\$16191 50	\$18808 72	\$638 50	.....	\$16872 87	\$1120 73	\$846 22	\$18,808 72

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMY.	LABORATORY, (Physical)		GYMNASIUM OR PLAY ROOM.		GENERAL			TOTAL VALUE.
	Dimensions of room (if any) or of cabinet, cases or shelving (if no special room).	Estimated Value of Apparatus kept here.	Dimensions of room (if any).	Estimated Value of Apparatus	No. of Wall Maps, Charts and Globes.	No. of reference books, &c., for teachers' desks.	Estimated Value of the same.	
Annapolis	33 x 78 x 104	\$ 12 00	44 x 90 x 166	\$60 00	22	5	\$ 54 00	\$ 235 00
Antigonish		500 00			34	50	160 00	4,450 00
Cape Breton					40	10	40 00	575 00
Clare					10	10	70 00	125 00
Colchester		200 00			20	12	20 00	1,400 00
Cumberland	39 x 80 x 100	100 00	39 x 80 x 100		12	15	130 00	700 00
Digby	36 x 20 x 20	25 00			15	9	25 00	175 00
Guysboro	36 x 36 x 56	45 00			40	5	60 00	220 00
Halifax		150 00	42 x 83 x 97		33	20	20 00	1,725 00
Hants		25 00			9	5	25 00	100 00
Inverness					4	25	25 00	100 00
Kings		75 00			22	7	125 00	250 00
Lunenburg		300 00			36	15	125 00	625 00
Pictou	42 x 52 x 52	600 00			56	4	100 00	3,100 00
Qu'ens		100 00			4	2	40 00	160 00
Shelburne		20 00			26	4	120 00	200 00
Victoria					12	7	17 50	100 00
Yarmouth					30	60	125 00	500 00
Total 1896		\$2152 00		\$ 60 00	425	265	\$1461 00	\$14,740 00
" 1895		1629 00		220 00	366	155	1025 00	13,288 00
Increase		\$523 00		\$160 00	59	110	\$436 00	\$1,452 00
Decrease								

TABLE XX.—GOVERNMENT NIGHT SCHOOLS.

COUNTY.	SECTION	TEACHER.	ASSISTANT.	Pupils Enrolled.	Average Attendance.	No of Sessions.
Cape Breton	Low Point	Joseph H. McIntyre.		41	26	32
"	Sydney Mines	Wm. Haggarty.	J. W. McNeil	47	22	51
"	Little Glace Bay	James W. Edwards		30	9 8	37
"	Reserve and Lorne	D. McK. Gillis		28	9	50
"	Bridgeport	William Young		52	22	33
"	Bateston	Michael Mullins		36	22	51
"	Barachois, Boisdale	A. J. McDonald		30	23	53
"	W. Louisburg	Lawrence D. Bates		27	17	48
"	Tarling	Malcolm McDonald		41	21	21
Victoria	West Ingonish	Murdoch H. McLellan		37	24	38
"	Dingwall	Jos. R. Campbell		41	23	49
"	East Ingonish	D. D. Macaskill		28	16	49
"	New Haven	H. D. Macritchie		27	19	28
"	French River	Dan. J. Nicholson		32	20	51
Inverness	Judique Intervale	Alex. D. MacDonald		74	42	50
"	Brook Village	Dan C. McDonald		33	16	33
"	Red Banks	Andrew McLellan		46	21	46
Pictou	Trenton	W. O. Creighton		31	10.5	53
"	Albion Mines	J. W. Henderson		51	28	37
"	Westville	Michael Muir		41	26	43
"	Thorburn	William Sivright		42	14 7	46
"	Pictou	Alex. McArthur		70	17	26
"	"	Ed. L. Armstrong				52
Richmond	River Bourgeois	Neil A. McMillan		37	28	32
"	L'Ardoise	P. A. McGarry		32	21	51
Halifax	Portmouth	Kate H. Major		80	14 5	48
"	"	Elizabeth Laidlaw				50
"	"					44

XXII.—EXPENDITURE OF GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c
School Year ended July, 1896.

COUNTIES.	COMMON SCHOOLS.				County Academies.	Totals assignable to Counties.	OTHER SERVICES AND TOTAL EXPENDITURE FOR EDUCATION.	
	No of Schools in session.	No of Pupils registered.	Sum of Gov. Grant.	Cost to Gov. per pupil.			Inspectors' Salaries.	
Annapolis	19,350	117	4,745	\$10,295 55	92 17	\$10,795 55	Stationery, Postage, &c	\$13,475 00
Antigonish	16,114	81	3,339	6,416 03	1 92	7,916 03	Examination (not)	500 00
Cape Breton	34,244	165	7,631	13,254 27	1 73	14,254 27	Travelling expenses Normal School Students	3,130 31
Colchester	27,160	149	6,092	11,134 76	1 82	12,834 76	Salaries (Education Office)	1,583 40
Cumberland	34,529	193	8,920	14,770 12	1 65	15,779 12	Travelling Expenses—Superintendent	3,400 00
Daguer	19,897	103	4,784	7,789 19	1 62	8,789 19	Office Expenses (Registers, Registrar Covera, Postage, Expressage, Telegrams, Stationery, &c.)	400 00
Guyaboro	17,195	90	3,733	6,470 02	1 73	6,970 02		1,186 95
Halifax County	32,863	150	6,844	11,710 06	1 71	11,710 06		
Halifax City	38,405	139	7,669	12,634 13	1 04	14,354 13		
Hants	22,052	123	5,271	9,939 09	1 88	10,439 06		
Inverness	25,778	148	5,843	11,483 19	1 96	11,983 19		
Kings	22,469	121	5,380	9,827 68	1 82	11,327 68		
Laureburg	31,075	171	7,592	12,649 11	1 66	13,149 11	Total for the Public Schools, 1896	\$221,610 71
Pictou	34,541	176	7,251	14,140 14	1 95	15,860 14	Institution for the Deaf and Dumb	4,620 00
Queens	30,610	57	2,116	4,558 79	2 15	5,058 79	Halifax School for the Blind	3,225 00
Richmond	14,398	76	3,165	5,419 28	1 71	5,419 28	Normal and Model Schools	9,400 00
Shelburne	14,956	79	3,334	6,239 14	1 87	6,739 14	School of Agriculture	1,500 00
Victoria	12,432	67	2,265	4,624 87	2 04	5,124 87	Government Night School's	1,589 21
Yarmouth	22,216	108	5,058	8,930 06	1 76	9,430 06	Prov. Ed Association and School of Science	400 00
Total 1896	450,396	2312	101,032	\$182,295 05	\$1 80	\$197,955 05	Total Government Expenditure, 1896	\$242,344 92
" 1895	450,396	2303	100,955	182,423 76	1 81	197,833 76	"	238,760 61
Increase		7	477	\$128 71	\$0 01	\$121 29	Increase	\$3,584 31
Decrease								

TABLE XXIII**SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION,
YEAR ENDED JULY, 1896.**

Provincial Grant to Teachers	\$182,295 05
County Academy Grants	15,660 00
Examination (net)	3,130 31
Inspection	13,975 00
Normal and Model Schools	9,400 00
Travelling Expenses, Normal School Pupils	1,563 40
School of Agriculture	1,500 00
Institution for Deaf and Dumb	4,620 00
School for the Blind	3,225 00
Government Night Schools	1,589 21
Educational Association and School of Science	400 00
Expenses (Office)	1,186 95
Salaries	3,400 00
Travelling Expenses, Superintendent	400 00
	<u>\$242,344 92</u>

PART III.

APPENDICES.

APPENDIX A.

REPORT OF NORMAL SCHOOL.

A. H. MACKAY, LL.D.,

Superintendent of Education, Halifax, N. S.

DEAR SIR,—The total number of students enrolled in the Normal School during the session closed on June 26th was one hundred and forty-four. Of these forty-four were graduated in first rank; fifty-two in second rank; and forty-three in third rank. Five were not classified. Fourteen students of the first class failed to secure the diploma of their class, but were awarded diploma of second rank. Nine of the second class, falling short of the standard of their class, received diploma of third rank. Thus twenty-eight failed to obtain the rank for which they were competing; that is, five received no diploma, and twenty-three were placed in the rank next below that which they sought. Seventeen of these twenty-three will be entitled to the higher rank for which they worked after one year's successful teaching, duly certified by an inspector.

I feel satisfied that this withholding of the higher rank diploma until there is full assurance of teaching skill is a wise and equitable arrangement. Those of our students who are placed in this class are adjudged to have passed our tests as regards professional knowledge, their classification in the lower rank being due to lack of practical skill. In some instances this is due to the immaturity of youth; in other cases it is owing to deficiency in those endowments which afford special facility in learning the art of teaching. These are not to the "manner born." The students who have come under the operation of the regulation should certainly regard it with satisfaction. Without such a provision they would have been classed absolutely in the lower rank, and advancement could be secured only by a return to the Normal School. The arrangement provides a way by which they can obtain the requisite qualifications while pursuing their work in the school-room.

Hitherto, as you are aware, we have given the same diploma (first rank) to students competing for first class common school license and to those competing for academic license. It has seemed to me, and in this opinion I have the concurrence of all the members of the faculty, that we should have a distinct diploma of higher rank for the last-named class. To distinguish these diplomas the advanced rank may be designated academic diploma, while that given to common school teachers of first class may still retain the name of first rank.

In my opinion the time of attendance prescribed for the various ranks of diploma requires careful revision, but I have not yet given

the matter such attention as to enable me to make any definite recommendations.

Our closing exercises in June were of unusual interest. This interest was greatly increased by a brilliant address from Principal MacRae, D. D., of Morin College, Quebec. I subjoin the programme of the exercises of the day:—

PART I.

OPENING EXERCISES, 9.45 A. M.

DISCUSSION AND TEACHING.

ASSEMBLY HALL :

Child Study { Historical Development.. Wm. HEPBURN, B. A., (Dal.)
 { Discussion of Principles. Miss JESSIE E. FREEMAN.

ENGLISH ROOM :

Physical Geography..... Miss LIZZIE SMITH.
 English Literature..... FRANCIS SIMPSON, B. A., (Dal.)

MATHEMATICAL ROOM :

Physics, E. W. MOLE, B. A., (London.
 Mechanical Drawing Mr. Wm. PURDY.

MODEL SCHOOL :

ADVANCED DEPARTMENT :

Geography of Dominion Miss GEORGINA D'ENTREMONT.
 Mineralogy " MARY E. HEMMEON.

CLASS ROOM :

Language Lesson Mr. FREDERICK BURRILL.
 History of Canada Miss E. BLANCHE SPURR.

PRIMARY DEPARTMENT :

Reading and Drawing..... Miss CATHERINE CULLINEN.
 Entomology " MOLLIE BLANCHARD.

CLASS ROOM :

Arithmetic Miss MARY C. MACDONALD.
 Reading " ANNIE L. MCGILLIVRAY.

DRAWING ROOM :

Black-board Drawing STUDENTS.

LIBRARY :

Microscopy STUDENTS.

PART II. 11.45 A. M.

ASSEMBLY HALL :

Story and Black-board Illustration Children of Primary Department.
 Exercise in Music " Advanced Department.

PRINCIPAL'S ADDRESS.

PRIZE ESSAY : Subject—Child Study, its Influence on the Teacher and Teaching.

Awarding of Medals and Diplomas.

MUSIC..... Italia.

Address by REV. PRINCIPAL McRAE, D. D.

MUSIC--Quartette.

Address by A. H. MACKAY, LL.D., Superintendent of Education.

MUSIC..... Yachting Glee.

LECTURES.

During the session the institution was favored with a very interesting and instructive course of lectures, as follows :—

What is Science Teaching ? by A. H. MACKAY, LL. D., *Superintendent of Education*.

Words and their Uses, by PROF. R. V. JONES, Ph. D., Acadia University.

Student Life in Germany, by PROF. W. M. TWEEDIE, A. M., Mount Allison University.

English Educational Classics, by PROF. W. MURRAY, A. M., Dalhousie University.

An Evening with Favorite Authors, by PROF. T. F. HARRIGAN, A. M., St. Francis Xavier.

A Primary School in Altruria, by REV. J. S. BLACK, D. D., Halifax.

THE GOVERNOR-GENERAL'S MEDALS.

The Governor-General's medals were awarded as follows :—

Silver Medal to Miss J. Emily Fultz, of the B class, for the best essay on Child Study ; Its Influence on the Teacher and on Teaching.

Silver Medal to Miss Bessie Swim, of the C class, for the best essay on The Influence of the Home and the Section on the Child.

Bronze Medal to Miss Mary Patterson, of the D class, for the best essay on The School Premises as an Influence on the Child.

I wrote to His Excellency's secretary last June, asking that the medals be forwarded for presentation at our closing. He replied that the medals would be sent as soon as they were received from England, and I have heard nothing further on the matter.

DONATIONS.

Busts of Shakespeare, John Locke, and Sir Walter Scott, from the graduating class of 1895.

Mineral Specimens, from Miss Clara McLean, Miss Mary O'Mulion, Mr. E. Fulton, Mr. W. D. McCallum, Rev. W. F. Parker, and Mr. Lee Russell.

Class Pictures, from the second and third classes of 1895-96.

STUDENTS OF SESSION 1895-96.

AWARDED FIRST RANK DIPLOMAS.

(The figures show the number of the Diploma.)

Archibald, George G.....	35.....	Truro.....	Colchester.
Blanchard, Mollie	26.....	"	"
Burrill, Frederic T.....	33.....	Yarmouth	Yarmouth.
Burnaby, Edward F.....	38.....	Milton	Queens.
Creighton, Graham	1.....	Halifax	Halifax.
Cullinen, Katharine	3.....	Liverpool	Queens.
Crowe, Annie F.....	21.....	Truro	Colchester.
Caldwell, Myrtie.....	23.....	Cambridge	Kings.
Dexter, Sadie F.....	6.....	Liverpool	Queens.
Dickey, Sophie.....	16.....	Halifax	Halifax.
D'Entremont, Georgina	24.....	Yarmouth	Yarmouth.
Freeman, Jessie E.....	7.....	Greenfield.....	Queens.
Fultz, J. Emily.....	17.....	Halifax	Halifax.
Goudey, Alice A.....	12.....	Port Maitland.....	Yarmouth.
Hemeon, Mary E.....	11.....	Liverpool	Queens.
Hood, Albert H.....	36	Yarmouth	Yarmouth.
Hepburn, William M., B.A.	43.....	Pictou	Pictou.
James, Beryl G.....	19.....	Lawrencetown	Annapolis.
Laws, Sophie.....	13.....	Windsor	Hants.
McGillivray, Annie L.....	2.....	Springville	Pictou.
McDougall, Euphemia.....	8.....	Parrsboro'	Cumberland.
McKinnon, Alice A.....	9.....	Amherst	"
McCurdy, Tena.	14.....	Clifton	Colchester.
Macdonald, Mary C.....	20.....	Truro	"
MacKeen, Winifred.....	22.....	North Sydney	Cape Breton.
McDougall, Edwin	30.....	Riverside Corner	Hants.
Macdonald, Blanche, B. A.	39.....	Hopewell	Pictou.
Mole, Ernest W., B. A.....	40.....	Bristol	England.
McPhie, James, B. A.....	41.....	South River	Antigonish.
Nelson, Bessie	25.....	New Glasgow	Pictou.
Newcombe, Dena M.....	27	Lawrencetown	Annapolis.
O'Mullon, Mary F	4.....	Parrsboro'	Cumberland.
Putnam, Alice M.....	18.....	Maitland	Hants.
Purdy, William F.....	31.....	Bridgewater	Lunenburg.
Parker, Fred A.....	37.....	Hebron	Yarmouth.
Simpson, Francis S., B. A.	42.....	Halifax.....	Halifax.
Shields, William J.....	44.....	Bear River	Annapolis.
Smith, Lizzie.....	15.....	Liverpool	Queens.
Spurr, E. Blanche	10.....	Deep Brook.....	Annapolis.
Tobin, Stanley G.....	32.....	Bridgewater.....	Lunenburg.
Urquhart, Geo. W.....	29.....	St. George's Channel..	Richmond.

Wyman, Harold J.....	34.....	Yarmouth.....	Yarmouth.
Wagner, Charles D.....	28.....	Shelburne.....	Shelburne.
Young, Helen R.....	5.....	Lunenburg.....	Lunenburg.

**QUALIFIED FOR FIRST RANK DIPLOMAS AFTER ONE
YEAR OF SUCCESSFUL TEACHING,—IN THE MEAN-
TIME HOLDING SECOND RANK.**

Elliott, Jane.....	44.....	Springhill.....	Cumberland.
Fraser, Daniel A., B. A.....	49.....	New Glasgow.....	Pictou.
Lawson, Thomas, B. A.....	50.....	Grafton.....	Kings.
Loughead, Carrie.....	47.....	Truro.....	Colchester.
McKinnon, Colin F., B. A.....	51.....	Antigonish.....	Antigonish.
Pugh, Ethel M.....	45.....	Springhill.....	Cumberland.
Peppard, Sara I.....	43.....	Great Village.....	Colchester.
Roop, Ernest P.....	48.....	Clementsport.....	Annapolis.
Sproull, Katie I.....	42.....	Stellarton.....	Pictou.
Spencer, Aggie.....	46.....	Great Village.....	Colchester.

AWARDED SECOND RANK DIPLOMAS.

Angus, Marietta.....	18.....	Shinimicas.....	Cumberland
Bentley, Florence.....	37.....	Halifax.....	Halifax.
Barnstead, Mabel.....	38.....	".....	"
Bingay, Bessie M.....	2.....	South Range.....	Digby.
Burke, Ella L.....	24.....	Barronsfield.....	Cumberland.
Benzie, Robert McL.....	31.....	Saltsprings.....	Pictou.
Christopher, Minnie.....	7.....	Mill Village.....	Queens.
Churchill, Harry.....	33.....	Richmond.....	Yarmouth.
Douglass, Josephine.....	1.....	Alma.....	Pictou.
Forbes, Lillian.....	23.....	Five Mile River.....	Hants.
Hunt, Mabel.....	14.....	Mahone.....	Lunenburg.
Hennigar, Beatrice.....	15.....	Chester Basin.....	"
Hamm, Erema.....	16.....	Mahone Bay.....	"
Jordan, Maggie.....	19.....	Lower Selma.....	Hants.
Logan, Sadie F.....	38.....	Truro.....	Colchester.
McCurdy, Helen.....	40.....	".....	"
Magee, Unity.....	4.....	Somerset.....	Kings.
McLean, Alena M.....	5.....	Weston.....	"
MacDonald, Mary M.....	9.....	Hopewell.....	Pictou.
McLeod, Bessie J.....	10.....	Springhill.....	Cumberland.
McNutt, Minna.....	12.....	Truro.....	Colchester.
MacDonald, Tena S.....	17.....	Whitburne.....	Pictou.
Macomber, Alice.....	21.....	Maitland.....	Hants.
McEachern, Maggie.....	35.....	Tatamagouche.....	Colchester.

Murray, May	40	Truro	Colchester.
Nicholson, Katharine	6	Gulf Shore	Cumberland.
Ormiston, Elizabeth	8	Hopewell	Pictou.
O'Brien, Mamie E.	26	Westchester	Cumberland.
O'Brien, Hattie	27	"	"
Porter, Eugene L.	32	Port Maitland	Yarmouth.
Rafuse, Edith J.	13	Conquerall Bank	Lunenburg.
Roy, Ada C.	20	Maitland	Hants.
Roland, John W.	34	Factory Dale	Kings.
Rumsey, Clara	25	Clarence Centre	Annapolis.
Schnare, Lillie A.	41	Windsor	Hants.
Stewart, Celia M.	3	Lochaber	Antigonish.
Strum, Laura J.	11	Mahone Bay	Lunenburg.
Spencer, Esther J.	22	Mira Gut	Cape Breton.
Swim, Bessie	29	Swansburg	Shelburne.
Williston, Jennie I.	36	Halifax	Halifax.
Wilson, Ella B.	28	Port Greville	Cumberland.
Westhaver, Carrie	30	Mahone Bay	Lunenburg.

QUALIFIED FOR SECOND RANK DIPLOMAS AFTER ONE
YEAR OF SUCCESSFUL TEACHING,—IN THE MEAN-
TIME HOLDING THIRD RANK.

Frame, Emma	34	Shubenacadie	Colchester.
Murphy, Bella	36	Truro	"
Purdy, Janie	39	Westchester	Cumberland.
Ritcey, Sarah M.	35	Ritcey's Cove	Lunenburg.
Sutherland, Dorothy	37	The Falls	Colchester.
Trenholm, Minnie	38	Fort Laurence	Cumberland.
Webster, Carrie Leora	33	Cambridge	Kings.

AWARDED THIRD RANK DIPLOMAS.

Bradley, Mary	27	Princeport	Colchester.
Boyle, Mary	29	Whitburne	Queens.
Chiasson, Norie	24	Margaree Forks	Inverness.
Chisholm, Katie	18	North Grant	Antigonish.
Croucher, Mamie	21	French Village	Halifax.
Coady, Michael	23	S. W. Margaree	Inverness.
Dartt, Adelaide	3	Brookfield	Colchester.
DeLaurier, Maggie	6	Tracadie	Antigonish.
Fenton, Mabelle	20	East Rawdon	Hants.
Fader, Blanche	4	Chester	Lunenburg.
Fulton, George	32	Upper Stewiacke	Colchester.
Gaudet, Beatrice	2	Weymouth Bridge	Digby.

Gillis, Catharine.....	30.....	Linwood	Antigonish.
Hatherly, Rose E.	15.....	New Canaan.....	Cumberland.
Hatfield, Lela.....	22.....	Tusket ..	Yarmouth.
Lockman, Annie.....	1.....	Sydney Mines	Cape Breton.
McKim, Bella.....	44	Londonderry.....	Colchester.
McKenzie, Marion.....	7.....	Toney River.....	Pictou.
McLean, Annie M.	11.....	Truro.....	Colchester.
Morse, Annie	26.....	Paradise	Annapolis.
McCollum, Mary K.	16.....	Camden.....	Colchester.
McLeod, Sarah E. .	31.....	Diligent River	Cumberland.
McDonald, Janet	19.....	St. Andrew's.	Antigonish.
McCallum, Lily H.....	8.....	McCallum Settlement..	Colchester.
McKenzie, Bertha	41.....	Greenfield.....	"
McDonald, Agnes	43.....	Low Point.....	Inverness.
O'Connor, E. Gertrude	10.....	Culloden	Digby.
Patterson, Mary M.....	17.....	Linden	Cumberland.
Pothier, Marie A.	9.....	Eel Brook	Digby.
Ross, Mary	28.....	Saltsprings	Pictou.
Sanders, Lilah M.	12.....	Port Maitland	Yarmouth.
Shoop, Nora E.	13.....	Lunenburg	Lunenburg.
Sarty, Eva L'	14.....	Pleasantville.....	Colchester.
Scott, Edward	25.....	Yarmouth.....	Yarmouth.
Saulnier, Zelig	42.....	Little Brook.....	Digby.
Williamson, Margaret	5.....	Loganville	Pictou.

COURSE UNCOMPLETED.

Brenton, Christie .....	.....	Brookfield	Colchester.
Fraser, John .....	.....	Lr. Sutherland's River.	Pictou.
Gilchrist, Lexie R.....	.....	Poplar Cove	"
Murphy, Mary .....	.....	Shelburne	Shelburne.
Shannahan, Maggie .....	.....	Glance Bay.....	Cape Breton.

STUDENTS OF A FORMER YEAR ADVANCED FROM
SECOND RANK TO FIRST RANK ON INSPECTORS'
RECOMMENDATION.

McArthur, Olive E.....	.....	Pictou	Pictou.
Morton, Rupert F.....	.....	Milton	Queens.

STATISTICAL SUMMARY.—NORMAL SCHOOL.

YEAR.	PUPILS.			EXPENDITURE.					TOTAL.
	No. of Teachers.	Total number enrolled.	Received Diploma.	Salaries of Teachers.	Salary of Janitor.	Cost of Fuel.	Contingencies, &c.		
1895.....	7	177	171	\$6800	\$400	\$249 95	\$477 41	\$7927 36	
1896.....	7	144	139	7000	400	272 50	565 00	8237 50	

MODEL SCHOOL.

YEAR.	PUPILS.			EXPENDITURE.				Total.
	No. of Teachers.	Average daily attendance.	Total number different Pupils registered.	Salaries of Teachers.	Amount received from Province.	Amount received from Truro.		
1895.....	2	87	108	\$1100	\$600	\$500	\$1100	
1896.....	2	92	114	1100	600	500	1100	

Respectfully submitted,

JOHN B. CALKIN, *Principal.*

NORMAL SCHOOL, Truro, N. S., August 31st, 1896.

SCHOOL OF AGRICULTURE.

DR. A. H. MACKAY,
Superintendent of Education.

SIR,—I have the honor to submit the following report upon the School of Agriculture. It contains—

- Part I., the School.
- Part II., Local Agricultural Schools.
- Part III., Normal School Work in Science.
- Part IV., Recommendations.

I have the honor to be, sir, your obedient servant,

H. W. SMITH, *Principal.*

PART I.

The past year has been the most successful in the history of the school. The attendance at the school was :—

Regular students	54
Normal students taking extra work	8
Irregular students.....	2
Dairy class of teachers from the Normal School....	25
Students who have studied under my direction elsewhere	4
Total.....	93
Number counted twice	12
Correct total	81

The regular students have an average attendance of five months each. The Normal students taking extra work about two months each.

There were twenty-eight graduates. Of these ten received diplomas and eighteen certificates. The twenty-five taking dairy work also receive certificates. The graduates have an average attendance of seven and one-half months each this year. (Most of them have attended previously.) In the following list of graduates the figure in parenthesis indicates the number of years, or parts of years, the student has attended, while the letter indicates the term or terms attended this year. No letter indicates the entire year. (F., fall ; W., winter ; S., spring ; Su., summer.)

TEACHER'S DIPLOMA.

1. (2) James E. Barteaux.....Port Maitland, Yarmouth Co.
2. (3) George R. Morse.....Melvern Square, Annapolis Co.
3. (3) Willoughby PhinneySouth Farmington, "

FARMER'S DIPLOMA.

4. (3) George Grassie Archibald..Truro, Colchester Co.
5. (2) Charles Joseph Bruce....." "
6. (2) Alexander S. CasselsGlasgow, Scotland.
7. (2) Lockhart S. Cassels " "
8. (1) Harold O'Brien.....Noel, Hants Co.
9. (2) Harry W. O'Key.....Kentville, Kings Co.
10. (2) William A. Ross.....Hilden, Colchester Co.

CERTIFICAT

11. (1) S., Su. ..Eben H. Archibald...Harmony, Colchester Co.
12. (2) Su.....W. R. BeveridgeHebron, Yarmouth Co.
13. (1) Su., F...Ross L. Blackadar.. " "
14. (2) Su.....Annie Crouse.Lapland, Lunenburg Co.
15. (2) Su.....Mabelle Fash.....Bridgetown, Annapolis Co.
16. (1) S., Su...Allison Cumming..Truro, Colchester Co.
17. (1) S., Su...Melville Cumming... " "
18. (1) Su., F...Loran A. DeWolfe..West Gore, Hants Co.
19. (3) S., Su., F..Leslie C. Harlow ..Lockeport, Shelburne Co.
20. (2) Su.....Albinus W. Horner...Salem, Yarmouth Co.
21. (1)Albert H. Hood....Yarmouth, Yarmouth Co.
22. (1) S., Su., F..Howard A. Morton..New Germany, Lunenburg Co.
23. (1)William F. Purdy..Bear River, Digby Co.
24. (2) Su., F...Arthur G. Ruggles...Annapolis, Annapolis Co.
25. (1) S., Su...Wm. J. G. Reinmuth..Gratz, Austria.
26. (1) S.....William J. Shields...Bear River, Annapolis Co.
27. (1)Geo. W. Urquhart..Cross Roads, Victoria Co.
28. (1)Charles D. Wagner...Shelburne, Shelburne Co.

DAIRY CLASS OF TEACHERS.

- Mary F. O'MullonParrsboro'.
 Helen M. Young.....Lunenburg.
 Sadie F. Dexter.....Liverpool.
 E. M. McDougal.....Parrsboro'.
 Alice A. McKinnonAmherst.
 Mary E. Hemeon.....Liverpool.
 Sophie LawsWindsor.
 Tena McCurdyClifton.
 Myrtle CaldwellCambridge.
 Georgie M. D'EntremontYarmouth.
 Mollie BlanchardTruro.
 Charles D. Wagner.....Shelburne.
 George W. Urquhart.....Cross Roads, Victoria Co.

William F. Purdy	Bear River, Digby Co.
Stanley G. Tobin	Bridgewater.
Fred. T. Burrill	Yarmouth.
Harold J. Wyman.....	"
Jennie L. Williston	Halifax.
Sarah J. Peppard	Great Village.
Jane Elliot.....	Springhill.
Ethel M. Pugh	"
Carrie Loughhead	Truro.
Katie F. Sproul	Stellarton.
Daniel A. Fraser, B. A.....	New Glasgow.
Thomas Lawson, B. A.....	Grafton.

Of the regular students, (54), Yarmouth Co. sends 8; Halifax, 3; Hants, 3; Kings, 1; Lunenburg 3; Colchester, 8; Annapolis, 6; Digby, 2; Shelburne, 2; Pictou, 3; Antigonish, 4; Inverness, 1; Victoria, 1; Cape Breton, 2; Scotland, 2; England, 3; Austria, 2.

Of the graduates, (28), Yarmouth Co. sends 5; Annapolis, 5; Digby 1; Shelburne, 2; Kings, 1; Lunenburg, 2; Hants, 2; Colchester, 6; Victoria, 1; Scotland, 2; Austria, 1.

From the above it will be seen that fourteen counties and three foreign countries were represented at the school by regular students (exclusive of the dairy class) during the past year.

The agricultural teachers who have graduated have taken the course to enable them to teach the sciences and agriculture better, and are thus carrying out the original purpose of the school. Some may not realize how many of our agricultural teachers are also practical farmers. Of the five teaching local agricultural schools during the past year, four own and operate farms as well. Our graduates are inclined to leave the teaching profession for farming as is shown by Mr. George B. McGill, who, for the past nine years, has so successfully taught a local agricultural school in Annapolis Co., and who expects hereafter to devote his entire time to farming. Quite a number of our pupils already owned farms on entering, although most of them were attending with a view of either farming at home or purchasing when they have completed the course. Three of our students purchased farms this spring and summer.

The school affords an excellent means of acquainting foreigners with our methods of farming. As a result, five were induced to settle here during the past year, and others previously.

Students from each of the colleges in this province attended this school during the past spring and summer. A number of students attended to prepare for scientific "A." We have special facilities for such work and for those who wish to obtain a knowledge of the sciences, but we can offer no inducement to those who wish to get through without thorough study.

To show the work we are doing, I give below a comparison of our school for this year with the Ontario Agricultural College for last year. (The latest figures which I have). As I have given a large part of my time to the Normal School, it is difficult to give just the expenditure for this institution, but it is placed too high. In both I have omitted all references to the farms or farm expenditures, and simply give the educational features :—

	School of Agriculture.	Ont. Agl. College.
Instructors	1	7
Expenditure	\$1500.00	\$28042.11
Graduates (full)	10	7 (11 this year.)
Certificates	18	25 (Diplomas.)
Teachers in Summer Class	15	7
Dairy Class	25	103
Regular Students . .	54	180
	For 1896.	For 1895.

Our school year opened November 4th, 1895, and has continued in session since to date (August 1.) During the fall the attendance was 23. It fell off during the winter but increased again, so that for April, May and June it was 28, and for July it was 30. Ten have signified their intention of remaining during the fall, while the others will, most of them, leave the last of August. The special summer class was very successful. There were 15 teachers in attendance, some of whom will remain till the middle of September.

I cannot speak too highly of the work which the students have done; as in the past it has been characterized with earnestness and intelligence. They have studied nearly every large division of the plant kingdom, devoting especial attention to plants which were useful or injurious. In the same way they have studied the animal kingdom, and given a great deal of time to insects and the domestic animals. In chemistry they have devoted most of their attention to those subjects which especially concern the farmer. They have analysed many samples of muck and native litters, sandstone, the soil of the farm, fertilizers, fodders, milk and butter, etc.

The following are the subjects of the theses of the graduates receiving diplomas. The number corresponds to the graduate in the preceding list :—

1. The cabbage butterfly ; its life-history and its enemies.
2. The new red sandstones ; their composition and properties.
3. The leguminose plants.
4. Roots and ensilage.
5. Soil analysis.
6. The diseases of plants and their remedies.
7. The stomach ; its structure and functions.
8. Fertilizers.
- 9 Diseases of animals.
10. Milk.

In each of these the student made original investigations for himself, and based his thesis upon them.

The school was presented with the following books and papers during the past year :—

The American Farm Encyclopedia, Emerson.
 Lavoisiers' Chemistry, Kerr's trans., 1793.
 Report of N. S. Institute of Science.
 American Monthly Microscopical Journal, 1896.
 International Journal of Microscopy, 1896.
 The New England Homestead, 1896.
 Popular Science, 1896.
 American Gardening, 1896.
 The Co-operative Farmer, 1896 (from the publisher.)

Reports from the following experiment stations :—

Dominion, Ontario, Maine, New Hampshire, Vermont, Massachusetts, R. I., Conn., N. Y., Cornell, Pa., Purdue, Michigan, Ill., Wisconsin.

We subscribe for and take the following publications :—

Scientific American and Supplement.
 New England Farmer.
 Cultivator and Country Gentleman.
 Farmer's Advocate.
 Popular Science Monthly.
 American Naturalist.
 Chemical News.
 Journal of the Royal Agricultural Society.

Forty bound volumes were added to the library by purchase during the past year. These works treat of agriculture and the sciences. Twenty-eight volumes were bound by the Queen's Printer, thus adding in all sixty-eight bound volumes to the library.

PART II.

LOCAL AGRICULTURAL SCHOOLS.

There were five local agricultural schools in session during the past year :—

George B. McGill.....	Middleton, Annapolis Co.
G. R. Marshall	Richmond, Halifax Co.
W. O. Creighton.....	Trenton, Pictou Co.
J. D. McKinnon	Beaver's Cove, C. B.
J. W. Edwards	Little Glace Bay, C. B.

These schools, with a combined attendance of over two hundred, had one hundred and eleven taking agriculture. This makes a total of eighteen hundred and fifty who have attended these schools since they were established, of which *nine hundred and twenty-three* have studied agriculture.

These schools have maintained their high standard in the work they have done. It is gratifying to find that not only do the children,

but the people of the section and adjoining sections, speak in the highest terms of the work. Mr. McKinnon has devoted a part of his farm for the benefit of the school, and it affords a pleasant sight to see him and his pupils studying the growth of the crops which they have experimented upon together. The other teachers are also conducting experiments upon their farms of great practical importance to their localities.

Evening classes were conducted in some of the schools for the benefit of those unable to attend during the day. These were very satisfactory.

During the coming year there will probably be local agricultural schools in the following counties:—Yarmouth, Digby, Annapolis, Halifax, Pictou, and two in Cape Breton.

PART III.

NORMAL SCHOOL WORK IN SCIENCE.

The following classes from the Normal School received instruction in science at this school.

The "A" class, 9 students, in chemistry and biology.				
"	1st	"	51	" " " "
"	2nd	"	48	" in biology.
"	3rd	"	33	" in botany.
<hr/>				
Total 141				

The character of the work was about the same as given in my report for last year. The recommendations there made I would renew again.

PART IV.

RECOMMENDATIONS, &c.

Our attendance is highest during the summer and lowest in the winter. A number of causes contribute to this. The spring, summer and fall are the best seasons in which to study farming. Also at these seasons students can help themselves through the school better by their work on the farm. College students attend at this time when they are not engaged in their college work. It is the best time for teachers to attend. There were five college students (undergraduates from Dalhousie, Acadia and St. Francis Xavier), and fifteen teachers attending this summer. A number of graduates of each of the above colleges also have attended this school.

I would therefore recommend that the calendar of the school be altered to meet these conditions. The session of the school to extend from the first Monday in April to the Christmas holidays. New students to be admitted on the first Monday of April, May, June and November, and immediately following the provincial examination in

July. The school to be open for advanced students only (students who have previously attended) during January, February and March. These students I could teach without taking all my time. This would leave me free to attend the various agricultural and horticultural meetings, and lecture throughout the province at the time most suitable for such work.

A number of agricultural colleges elsewhere have this arrangement and find it to work very satisfactorily.

The second suggestion is, that teachers regularly employed in teaching who attend this school during the vacation in the public schools and desire, with the consent of their trustees, to remain a month longer here after the public schools have opened, can do so and receive their full government grant the same as if they had been teaching for that time, providing they obtain a certificate from this school that they have done satisfactory work while here.

It is evident that after a student teacher has spent six weeks here studying, the next four would be of very great value if continued in the work. One student teacher did so this year, although he would lose his salary for the time. Others wished to but could not afford it.

The next suggestion which I have to make is that all teachers who raise their class of license by attending the Normal School be required to present a satisfactory certificate from this school in science in addition to their certificate and Normal School diploma. This science certificate to be based upon their work at this school while attending the Normal School and this institution jointly, or it may be obtained independently here if the candidate so elects. This arrangement not to apply to candidates for "D" license.

Considering the importance of the subject, it would be well to emphasize that to teach science correctly the teacher must have been taught it correctly. That it is not the acquisition of the facts but the method of acquiring them that is of greatest importance.

Finally, I would urge what I have already many times pointed out,—the staff of this school should be increased. I fail to see how any one can read the foregoing report and not realize that there is too much work for one person to do. The efficiency of the school can only be maintained in this way.

SUMMARY OF ATTENDANCE.

Students registered in the School of Agriculture for 1896.....	81
Regular students.....	54
Graduates.....	28
Students in agriculture in local schools for 1896.....	111
" " " before 1896.....	812
Students at School of Agriculture, " 1896.....	264
Total who have received agricultural instruction from this school and the local schools (exclusive of Normal School students)...	1268

H. W. SMITH, B. S.,
Prin. School of Agriculture

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

G. CREIGHTON, *Inspector*.

SIR,—The accompanying tables and notes of inspection contain detailed information respecting each school. All schools open outside the city were visited with the exception of Lower Meagher's Grant and McKenzie. Head Chezzetcook, North Musquodoboit and Kerr's sections, built school-houses during the year. The new building in North section has rooms for two departments, heated by furnace in capacious basement. The large school grounds, when properly graded and set out with shade trees, will be an ornament to the village and a source of just pride to this enterprising section.

Two weeks before the close of the school year Kerr's school-house was burned by a bush fire. With commendable energy a new building was almost immediately begun. In two months it was ready for occupation. This is a scattered section; some of the children walk over four miles to school.

A school was opened for the first time in Lindsay Lake. The satisfactory progress made by the children in this isolated section was a pleasing evidence of the appreciation of their new privilege.

East River, Sheet Harbor, added a comfortable primary room.

The work of many schools was seriously hindered by the prevalence of measles and other epidemics. Any effort to stay the spread of these diseases is exceptional. In one section the people paid dearly for their neglect. A virulent type of diphtheria broke out in an isolated house. Visitors flocked to see the sick. Fifteen children in other homes died.

While much has been done in the way of improving buildings in past years, improvements in ventilation, lighting, and more generous equipment, is much needed. Had trustees access to plans especially adapted to the needs of our rural sections, it would greatly aid in securing buildings better suited to school work. Few school rooms are sufficiently provided with good black-board surface, none are properly supplied with closets, or other simple conveniences for the preservation of maps, globes, and other indispensable apparatus.

Much praise is due to a goodly number of teachers, who during the past year, through school concerts, and in other ways, procured maps, desks, dictionaries, and other necessities. There are few sections in which a teacher possessed of tact and energy cannot exercise influence sufficient to procure needed improvements in school-room and surroundings.

Three colored sections had school for the greater part of the year. Five were without school. Four of the latter were visited during vacation to see what could be done to secure schools. The buildings in several of these sections have had a tendency to burn. This, doubtless, has discouraged speedy re-erection.

Succeeding one who thoroughly understood the conditions of the district, and whose recommendations were invariably received with respect, it seemed fit to make few suggestions to boards of trustees till maturer judgments were formed by larger experience.

Respectfully submitted,

G. CREIGHTON.

TO A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR,—I have the honor to submit the following report on the public schools of Inspectoral District No. 2, for the school year ended July 31st, 1896.

For general convenience, and that the reader may not be under the necessity of wading through columns of statistical tables, I append the following abstracts from the returns of the past year.

This inspectorate comprises the Commissioners' Districts of Lunenburg and New Dublin, Chester, North Queens, and South Queens, and contains 195 school sections. The number of schools in operation, number of pupils registered and attendance, are shown in the following table:—

LUNENBURG COUNTY.

	No. Schools.	No. Pupils.	Attendance.
Lunenburg and New Dublin..	142	6284	690,524
Chester	29	1308	132,960
Total.....	171	7592	823,484

QUEENS COUNTY.			
	No. Schools.	No. Pupils.	Attendance.
South Queens	39	1579	193,722
North Queens.....	18	537	53,969
Total.....	57	2116	247,691

Compared with the school year ended July 31st, 1895, Lunenburg County shows an *increase* of 4 schools, 158 pupils, and 42,485 days' attendance. Similarly compared, Queens County shows a *decrease* of 2 schools, 12 pupils, and 180 days' attendance. In the district therefore, there has been a gain of 2 schools, 146 pupils, and 42,305 days' attendance.

In Lunenburg County the schools were open on an average 198 days, and in Queens County 203.5 days, the full term being 216 days. The proportion of population attending school in Lunenburg County was 1 in 4.1, and in Queens County 1 in 5. The number of children reported as not attending school in Lunenburg County is 577, and in Queens County, 136.

Of the 241 teachers employed, 66 were Normal School graduates. The various classes were represented as follows:—

	A	B	C	D
Lunenburg County.....	3	18	75	86
Queens County	1	10	24	24

The representation of male teachers is small, only 27 in the whole district.

AVERAGE ANNUAL SALARIES.

Lunenburg County.				
	A	B	C	D
Males	\$910	\$346	\$223.00	\$170.75
Females.....	550	286	216.60	161.00
Queens County.				
Males	\$450	\$360	\$237.50	\$160.00
Females.....	....	290	211.00	150.40

Perhaps the most noticeable feature in the above is the large increase in Lunenburg County of pupils registered and days attendance. From personal observation, I know this increase to be made largely in sections adopting the Compulsory Attendance Act. I would also call attention to the increase in the number of A and B teachers. The fact that the number of Normal trained teachers employed is 50 per cent. in excess of that of the previous year is also encouraging.

Seven sections in Lunenburg County were without school during any part of the year. Two of these, Beech Hill and Lower Northfield,

may be considered dormant sections on account of scarcity of pupils. In Falkland section the school-house had been condemned, and the advisability of enlarging and dividing the section, and the delay necessary to accomplish this, is the reason of there being no school in that section. The proposed division, however, has lately been effected and two school-houses will be built this autumn. Meisener's section was also closed in view of building. Cross Island could not secure a teacher for the part of the term most convenient for the attendance of pupils. So far as I am aware, Bayswater and Forties have no excuse to plead except the indifference of the rate-payers.

In Queens County four sections were vacant. Riversdale and 15 Mile are without organization. There are few pupils in these sections and they attend neighboring schools. Buckfield and Albany New, should have had school for part of the term at least.

The teachers of the previous year were re-engaged in over 40 per cent. of the schools. As to length of service, 27 were inexperienced, 125 taught less than 5 years, 58 from 5 to 10 years, 25 from 10 to 20 years, and 6 over 20 years.

In the case of six sections, I found it necessary to recommend that permissive licenses be granted. With a single exception, these had school for only part of the year, and on account of opening several months after the beginning of the term found it impossible to secure licensed teachers. I am strongly opposed to the granting of permissives, but considered it better to do so than have the sections without school.

It was found necessary, at the beginning of the term, to employ an additional primary teacher in the Lunenburg town schools, making in all 13 departments; and if the steady increase in the number of High School pupils continues, a second academic teacher will be required in the near future.

During the year it was also found necessary to open another department in Bridgewater. Temporary arrangements were made, and a new building is being erected in the northern part of the town to better accommodate the large number of children in that quarter.

A school-house was built in the new section Rosebud, No. 109, and school will open for the first time next term.

The large miscellaneous schools of Blockhouse and Chester Basin, with about 100 pupils in each, will in future be graded schools.

The greatly over-crowded condition of the primary department in the Milton school made it necessary to ask for increased accommodation, and I am pleased to be able to report that arrangements are being made for another department.

The school-house in Port Mouton section, No. 4, has been condemned after July, 1897, by which time we hope to see a modern building take the place of the present wreck.

More than ordinary attention has been given to school premises during the past year. In a number of sections, new and better out-buildings have been supplied, and in others, the old ones have been repaired. Both teachers and trustees are giving more attention than formerly to these matters, and the change for the better in this respect is very gratifying. Some of the school grounds in country sections are yet rough and lack a fence of any kind. In this connection I have noticed several cases of improvement the past year, and have the promise of a number of trustee boards that the matter will receive attention next year.

Some of our High Schools are liberally supplied with apparatus; some are fairly well provided, while others have but a meagre outfit. I hear little complaint in this respect from the most successful teachers in country schools. A little ingenuity on the part of the teacher makes up for a very small supply of apparatus.

The general character of the work done in the school-room the past year differs so little from that of the previous year that a review of it here would be largely a repetition of what appears in last year's report. In comparing the work of any year with that of the year immediately preceding, there may be *apparently* little improvement, but when the comparison is made with the condition of affairs three or four years ago, the progress is marked. Though there is little of a special nature to report for the year just closed, good work has been done and steady progress made. The results of the Provincial Examinations from year to year show that the district is even more than keeping pace with the average school work of the province.

In last year's report I referred to the small percentage of schools in which reading and writing could be classed as *good*, and I must here repeat, and if possible emphasize, the same remark. In my inspectorial work, among the common schools particularly, I have given more time to the three R's than to all the other subjects of the course, with the following result:—The arithmetic is now generally satisfactory, but the reading and writing, though improved, are still decidedly below the mark. It must not, however, by any means, be understood that poor reading and bad writing is confined to the common schools. Of forty candidates writing for a certain grade at the Provincial Examination, only three sent in real good specimens of penmanship.

As you are aware, High School work is attempted in quite a number of miscellaneous schools. I think the question may well be asked,—Is such a course in the interest of either the common or High Schools? All will admit that the eight grades of the common school work is enough for one teacher, also that High School work requires a specially qualified teacher. How then can, say an ordinary C teacher, be expected to do both well? Almost invariably the attempt means

that a large part of the school time is taken from the school as a whole and given to the few advanced pupils and ends in the neglect of the common school work, and in failure to accomplish anything approaching thorough High School work. I can see where difficulties might arise in a separation of the two classes of work, but the question is worthy of consideration.

With two exceptions, I visited all the schools in the district, and quite a number of them a second time. The two not visited were open part of the term only, and closed earlier than anticipated.

Complete details of all the schools in the district will be found in the statistical tables and notes of inspection already forwarded.

Your obedient servant,

H. H. MACINTOSH.

TO A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

SIR,—I beg to submit my tenth annual report. With one exception no changes have been made in the boundary lines of sections. For several years the Argyle commissioners had under consideration petitions from Belleville asking for a division of the section. The commissioners took the ground that a graded school would meet the requirements of the place, but as the ratepayers remained stubborn in their determination, some to have two sections, others to have three, the Board resolved that unless a graded school was organized before their next meeting they would divide Belleville into two sections. At the annual meeting of the ratepayers in March, 1895, the two opposing parties seemed to have come to an understanding, for they unanimously adopted a resolution in favor of two sections. As the commissioners were bound by their previous decision, and as the ratepayers seemed now to be of one mind, they passed a resolution making Belleville two school sections. The new schools will give the advantages of education to every young person in the sections, and the reproach will no longer apply that there were adults in the outskirts of the old section unable to read and write. As Belleville is a thriving settlement, and has 124 children between the ages of 5 and 15 years, the day is not remote when an advanced department will be a necessity.

It will be noticed that Shelburne County is credited with 64 sections, being two short of the previous number. Not that any amalgamation of sections have been effected, but simply because there

is no prospect of a school in either. MacNutt's Island, where I hope to see a school some day, and Morris Island, Yarmouth County, which has a scattered population, I have retained.

Three new school-houses were built during the year. As I foresaw, Forest Glen finished and equipped a nice building, with good furniture. The room, which was occupied the last quarter of the year, is attractive and very comfortable. The ratepayers have reason to be thankful to the school commissioners who made a very generous estimate when granting them the benefit of section 89 of the School Law. To-day we have "the first fruit" of the union of Power's Brook and Enslow's Point, in a new school-house supplied with modern furniture. The grounds are elevated, and with a moderate effort can be made to show to good advantage.

Eel Brook can now boast of one of the finest school-houses in the rural sections. Viewed from the outside one would consider it small for two apartments, but on entering he would see two spacious rooms, finely finished, with windows suspended on pulleys, and (which is a rare thing) with excellent provision for ventilation. To Rev. Father Crouzier the section owes a debt of gratitude. He took the initiative in the enterprise, furnished the plan, pushed on the work, and allowed no pause until it was finished. I think the new building has been an inspiration to teachers and pupils; at any rate their work was much better than usual, and at the Provincial Examination one pupil took a C and two or three took a D certificate.

There is quite a growing appreciation of stylish furniture and attractive school-rooms in this district, and every year adds to the number. Argyle, South Chegoggin, Argyle Head, Upper and Lower West Pubnico, have all improved their rooms, and introduced the latest styles of seats and desks. The ratepayers of Birch Town reconstructed the school-house, which now looks like a new building, and provided appointments to suit. Judging from the exterior a stranger would scarcely suspect that the school-rooms are up to date in comfort and neatness. And so long as ratepayers are indifferent to appearances, as regards the school-houses and the grounds, they will not receive the full measure of credit for the good they have done. However, I suppose I must keep up heart, content with seeing here and there a section which aims for a high ideal.

The number of working schools in Shelburne County was 78, the same as last year, and in Yarmouth County, 108, being one more. East Green Harbor and Birch Town had no school, both alleging that the concurrent expense of improving the buildings and of maintaining a school was more than they could bear. The destruction of the new school-house at West Green Harbor by an incendiary was previously reported. As the people are very poor the loss seems irreparable. Were that section in some remote corner of the earth, and its educational destitution known to the good people in sections around Lockeport, plans would be devised to relieve "the poor heathen."

But not having the enchantment of distance in their favor, they have to bear the pain year after year of seeing their children pass the school age without access to a school.

I regret to state that in Shelburne County there was a falling off in the attendance of 175 pupils, and of course there was a proportionate declension in the number of days attended.

On the other hand, the number of children in sections having school, but which they did not attend, is less by 73 than in 1895. A partial explanation is found in the fact that two primary rooms were started which did not affect the aggregate attendance, and that two schools which registered 100 names were closed. But further, a comparison of the tables would indicate that in several sections the number leaving school was larger than that of the fresh arrivals.

In Yarmouth County the showing is better :—

In 1896—No. of pupils registered was	5,058
“ 1895— “ “ “ “	4,928

In favor of 1896	130
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In 1896—No. of days' attendance was	600,747
“ 1895— “ “ “ “	570,791

In favor of 1896	29,956
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Indeed the increase is due to the better attendance in Yarmouth town and municipality. So marked is the increase in the town, the commissioners are obliged to provide another department, making the eleventh in the seminary. I have to add that every section in Yarmouth municipality has a school-house, as a rule a well-furnished school-house, and that there was a school in every section, at least some part of the past year.

A similar remark might be made in regard to Barrington municipality.

I have not the least doubt that the showing for both counties would have been better had it not been that trustees in many cases had so much difficulty in getting teachers, and some failed altogether. The three schools, Rockingham, Hawthorn and Maple Grove, were vacant on that account, and two or three graded schools had to put up with the services of unlicensed assistants. Besides, more permissive licenses were needed than usual. Some holders had taken scholarships, and the rest were disappointed candidates. In no instance is a local license recommended when proof of fair qualifications has not been given.

At the time of the annual meeting (June, 1895) ratepayers had not the leisure to study the Compulsory Attendance Act, and in some

sections they seemed not to know of its existence. To insure attention at the recent annual meeting I put notices in the Shelburne and Yarmouth papers, which had the effect, in most sections, of testing the attitude of the people towards the Act. At present I cannot give an analysis of the votes—that will be given in the School Directory—but I can state that there are sections, notorious for irregularity of attendance, which would safeguard “the liberty of the subject” to the extent of allowing him to starve the mind of his children. The important question now is: Will those sections that have adopted the law enforce its penalties?

The number of candidates that were registered for the Provincial Examination was 212, namely, 106 at Yarmouth station, 31 at Barrington, 34 at Shelburne, and 41 at Lockeport. The previous year the total was 207. I can give no official statement of the results, but so far as I can learn, the pupils of the Yarmouth Academy and Milton High School, as also the pupils of Shelburne Academy, made a splendid record. Of the other stations I have received no report, except that Osborne school took four C's, with one or two D's to be heard from.

I noticed that in a sub-district only 23 per cent. of the candidates took certificates in 1895. Were I asked in what subjects failure was most marked, I would hazard the reply, geometry and history. Before principles are learned pupils are hurried to the propositions, and before they have grasped the construction or solution of one they are passed on to another proposition. Rapid reviews are made, but to the pupils the exercises are bewildering and without profit. Were those pupils drilled until they understood well, yes, knew by numbers, definitions, postulates, etc., and trained to view figures in other positions, and kept at each proposition until it was understood, progress, though slow, would be sure, and when left to themselves, as at the examination, they would show good work. History is in too many schools a mere memory exercise. I once heard a young woman of 15 years of age recite a long paragraph without missing a word. To answer a question which had its answer in the same paragraph, she had to begin again, muttering her words until she came to the answer, when she spoke out distinctly. How can pupils, under such teaching, attain success?

On the whole the schools are doing better work. The younger classes are receiving more intelligent instruction, and are nearer the standard when transferred to new grades. Reading, writing and arithmetic receive the largest allotment of time. Spelling is taught in a practical way, pupils being required to write to dictation, also outlines of lessons, and any words and sentences that arrest the attention of the teacher. For years I closely supervised the writing, and frequently gave lessons on the elements, principles, etc., on the blackboard. I often felt there was a lack of interest and of effort to accomplish better results. Lately, improvement was noticed, and the past year it was marked. In some schools there was not a badly written book. The worst writing I saw, and it was shamefully bad was in a school taught by a grade B male teacher.

Two or three winters ago I set out "to boom" the agricultural school at Truro, by placing before the pupils in farming sections the advantages of attending there a term or two. I cannot say that I excited much enthusiasm among the boys, and I never heard that one on my recommendation became a pupil. What much astonished me was that on proposing to "the big boys" a show of hands in favor of farming, few hands were raised,—in some schools not one. I think our farmers need more knowledge as to the advantages offered by that institution to their sons.

A new thing is going to happen in Yarmouth town,—the union of the County Academy and Milton High School. On the first day of opening Mr. W. F. Kempton and his Milton classes will take their places in the Academy.

Messrs. Cameron and Kempton are a strong team, and their management will reinvigorate the institution. The union will supply what the Academy had for some time been lacking, a sufficient number of students to draw the double grant. I shall not be astonished to hear at an early day of an enrollment of one hundred names.

After a service of five and a half years, Miss Antoinette Forbes dissolved her connection with the Academy. Miss Forbes proved a teacher of no ordinary merit. Her discipline was uniform, her instruction full and clear, and the progress of her pupils gratifying. Miss Forbes was highly esteemed by the people of Yarmouth, and her leaving was a matter of sincere regret to a large circle of friends.

With sentiments of profound respect,

I have the honor to remain, your obedient servant,

JAMES H. MUNRO.

TO A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR.—I beg leave to present my general report for the year ended July 31st, A. D. 1896. My monthly reports for the year you have already received.

In my last report reference was made to the fact that the rate-payers of Weymouth Bridge section had voted two thousand dollars to provide new school grounds and buildings. No suitable site, which would meet with my approval, could be found, except one of which the title was so involved that it could not be obtained by purchase or by expropriation without a special Act of the Legislature for

that purpose. This Act was passed at the last session of the Legislature. As the trustees and the owner named in said Act could not agree upon the price of the site selected, it was regularly expropriated during the past summer. Building operations were immediately begun, and the new house will be ready for use within a few weeks. In the meantime permission has been given to utilize the old school-house for the short time rendered necessary by the delay in getting the new building ready for occupation.

In addition to the new school-house for two departments at Weymouth Bridge, a four department building is being erected at Meteghan, which is expected to be ready for occupation shortly. In Port Acadie section also a fine building for two departments with class-room in connection has been built. At Middleton it was found to be necessary to enlarge the school-house and open a third department. In Bridgetown section the old-fashioned method of heating the school-rooms with stoves has been abandoned, and furnaces have been placed in the basement for heating the whole building. At Hillgrove the school-house has been placed upon a new foundation and repaired, and furnished anew with paragon desks. In other sections repairs of a less noticeable character have been made. There are still a few sections for which increased school accommodation must soon be provided.

While referring to the matter of school buildings, you will permit me to record my conviction that the time has arrived when, in my judgment, a book of plans for school-houses should be issued and prescribed by the Council of Public Instruction of this province. It is true, I believe, that permission has been obtained from the educational authorities of New Brunswick and Ontario to use their plans, yet their use is not, so far as I am aware, imperative. Plans should be prescribed by the Council of Public Instruction, and trustees should be compelled to build in accordance therewith. The want of such plans is resulting in this inspectoral district in a class of buildings being erected which are only fairly well adapted for school purposes, and which might have been much better if the advice of the inspector and teachers had been taken, or if there had been an authorized standard prescribed which must have been followed. As an illustration of this I beg leave to call your attention to the new academy in Digby, with which you are acquainted, and whose defects you know. I was consulted when the plans for this building were being discussed, and I strongly urged the adoption of a design similar in its general arrangement to that used in the construction of the new building at Bear River, with which you are also familiar, but my advice was ignored, and as I had no prescribed authority to which I could refer, my recommendations were politely disregarded. For further illustrations of the same kind I beg leave to refer you to the new school-house at Paradise, and also to the one now building at Weymouth Bridge, neither of which will, I think, meet with the unqualified approval of any experienced teacher or inspector in this province.

As regards apparatus and general school equipment, but little improvement can be reported. All schools have a few of the essential

articles, and some of the village schools are fairly well supplied, but the country schools, with few exceptions, are lacking in a full supply of necessary apparatus. In most of the miscellaneous schools the apparatus necessary for conducting experiments in physics and chemistry is wanting. It is difficult to educate trustees and ratepayers sufficiently along this line to induce them to vote the money necessary to equip their school-rooms in the manner required by existing regulations. Their attention has been repeatedly called to this matter with but small practical results in most cases thus far. More stringent measures must be adopted in the future.

There has been no increase in the number of sections during the year. Two new sections were created by the board of school commissioners in the district of Annapolis East, in May last, but at this writing they have not received the sanction of the Council of Public Instruction, and are therefore not legally in existence. These proposed sections are so obviously necessary to the people residing in the settlements affected, that justice requires their recognition.

Ten sections are at present not organized, and do not maintain schools. *Twelve* sections (including the ten last referred to) were without schools any portion of the year. *Fifty-two* sections were classed as "poor sections," which number includes the twelve which were without schools. In a few cases, for valid reasons, permission was given to maintain schools for a period less than the whole year, and in a few other cases teachers were not available at the opening of the year, thereby necessarily and unavoidably curtailing their period of engagement.

My notes of inspection will give information in detail concerning the condition of all schools in this inspectoral district except one, in Hectanooga section in Clare, and one at Lake Munro in Annapolis West. These are "poor sections" which were unable to secure teachers at the opening of the year. Teachers had not been secured when I first visited the schools in their vicinity. By permission, they were allowed to maintain school for about two quarters each. They were also closed for the year when I was again in their vicinity. As both of these schools were presided over by experienced Normal trained teachers, whose capabilities were well-known, I have no hesitation in stating my conviction that they were efficiently taught. My notes will show that, to the best of my judgment, some schools were regarded as efficient, others as being in fair condition, and the remainder poor. It is true that local conditions, such as lack of apparatus, irregularity in attendance, and indifference on the part of parents, militate, in some cases, against the efficiency of the schools, but it is also a fact that these hindrances may be largely overcome by well-informed, energetic, and enthusiastic teachers. It is pleasing to record that in this district a fair proportion of such teachers is to be found, whose schools are a source of satisfaction and pleasure to the visitor. There are also some who, while possessing a fair share of enthusiasm, are debarred from achieving success by a lack of natural aptitude for imparting instruction, or for government. Lastly, there are a few who, I am

constrained to believe, are "putting in time," and who are either not doing the work that they are capable of doing, or who are incompetent to do good work. On the whole, however, the work in the schools compares favourably with that of any preceding year.

Three hundred and two candidates applied for examination for scholarship certificates at the four stations in this inspectoral district, about *seventeen* per cent. of whom took the *m. p. q.* examination in addition. The number applying for Grade A was 15; for Grade B, 52; for Grade C, 94; and for Grade D, 141. At this writing the results of this examination are not known to me, but probably a considerable proportion of the applicants will fail as usual in passing the tests, owing, in some cases to their mental development being insufficient to enable them to deal with original questions in the comparatively short time allotted to each paper, and in other cases, to their being insufficiently grounded in the work of the grades up to and including that on which they were being examined.

The course of study is being fairly well followed in most schools. The ordinary text-book subjects are receiving in all schools a due proportion of time and attention. The results attained are largely dependent upon the capabilities of the teacher employed, and upon the energy given to the discharge of her duties. Of the more common subjects of the course, writing is poorly taught in a majority of the schools. A fair proportion of time is devoted to this subject, but in many cases very little attention is given in the early stages of the course to teaching and explaining the fundamental elements in the formation of letters. Every pupil who has attained to the seventh grade should be able to produce a specimen of penmanship nearly equal to the printed copy, and would do so if the subject had been properly taught.

In probably twenty-five per cent. of the schools, calisthenics, music, moral and patriotic duties, and the nature lessons, are being well taught. In all other schools some attention is being devoted to these subjects, with results commensurate with the ability of the teacher to impart instruction in the manner contemplated by the course. Judging from results some teachers possess very limited ability along some of these lines.

There were reported to be 8,839 children between five and fifteen years of age in this inspectoral district at the opening of the school year in sections having schools. Of this number 559 were reported not to have attended school during the year. The registered attendance, however, was 9,529. As there were but few in attendance under five years of age, there must have been over one thousand pupils in attendance over fifteen years of age. The average daily attendance was 5091.8, being 53.6 per cent. of number enrolled. This is not so large as was reported last year, notwithstanding the fact that the compulsory law had been adopted in a number of sections.

At the annual meetings in 1895 *thirty* sections only adopted compulsory attendance as embodied in sections 76-83 of the School Law.

A large number of sections neglected to vote on the resolution in Schedule B at those meetings. As a penalty for neglect of duty these sections were required to hold special meetings to vote thereon as a condition precedent to receiving payment of the county grant. *Eighty-nine* sections voted to adopt the law at these special meetings. As the adoption of the said sections of the law at special meetings was illegal in view of the fact that such vote must be taken at the annual meeting, as required by section 76, the attention of all sections was called to this fact by a circular-letter issued some time before the date of the annual meeting in June last, and they were called upon to vote on said resolution at the annual meeting as required by law. The result was that *forty-eight* sections adopted the resolution in Schedule B at the last annual meetings, making in all *seventy-eight* sections in which the compulsory attendance law has now been accepted. Of the remaining 109 sections *seventy-nine* rejected the law, *twenty* took no vote thereon, and *ten* sections held no annual meetings. It is apparent that the principle of compulsory attendance is not popular with the majority of the ratepayers of this inspectoral district, and that where the law had been adopted it failed to increase the attendance of pupils to any appreciable extent.

The supply of licensed French-speaking teachers fell short of the demand, as has been the case in the past. To supply this deficiency fifteen "permissive licenses" were granted. Several of those who were thus placed in charge of schools were experienced teachers who did good work in their schools. The remainder, with *two* exceptions, did as well as could be expected of those having had no experience in teaching.

The meetings of the 17th annual session of the 'Teachers' Institute for this district were held in the new academy at Bear River on the 14th and 15th days of May. About one hundred teachers were in attendance. Four teachers, who had agreed to prepare lessons or papers on assigned subjects, and whose names were upon the list, failed to appear, and in consequence thereof the programme was somewhat curtailed. The following subjects were presented, viz :—

- "School life as affecting character"—Principal Longley.
- "Physical geography"—Principal Cameron.
- "Circulation of the blood," illustrated by dissection of the heart of an ox—Principal McDormand.
- "Tonic-Sol-Fa." A lesson.—Miss Bessie J. McNeill.
- "Mathematical drawing"—Mrs. Ida M. Benson.
- "Mineralogy." An oral lesson.—Miss L. Jean Harris.
- "Talk on Literature"—Principal Cameron.

In addition to the foregoing, a number of practical questions of peculiar interest to teachers were brought forward and discussed. The attendance and co-operation of Dr. MacKay, the Superintendent of Education, and of Principal Cameron of Yarmouth, contributed very largely to the success of this session of the Institute. A large public meeting was held in the assembly room of the academy on the

evening of the first day, at which the principal speaker was Dr. MacKay, the Superintendent of Education. His address, which was practical and inspiring, held the close attention of the large audience for over an hour, and could not fail to impress all who heard him with the fact that the advance being made by the educational authorities of the province in prescribing the oral work outlined in the course of study was of great practical importance to all, but especially to the agricultural classes of the community. Short addresses were also given by Principals Cameron, Longley and Shaffner, and by Revs. Eaton, Craig and Nobles. The speeches were interspersed with finely rendered selections of music provided by a choir whose services were volunteered for the occasion.

The County Academies at Annapolis and Digby were taught by Principals McVicar and Longley respectively. The attendance at these academies was fair considering the large amount of High School work being done in other parts of the two counties. The academy at Port Acadie was this year taught by Principal Benoit, assisted by Mr. Mellish. The students in this academy have made excellent progress during the year under Principal Benoit who, although young and comparatively inexperienced, has proved himself to be a capable and successful teacher.

With few exceptions the annual returns came to hand promptly. Most of these were neatly prepared and correct. A few required correction or completion, and were sent back for that purpose. In view of the oath required to be taken by the teachers from whom these returns came, charity leads one to believe that the imperfections referred to were, to say the least, the result of either gross carelessness or incompetency on the part of those who prepared them.

All schools were inspected during the year except those in Hectanooga and Lake Munro sections, to which reference has been made in a former part of this report. A considerable number of those which were inspected near the beginning of the year were visited a second time. The large amount of correspondence and other clerical work, found necessary to be done, rendered further visitation impracticable.

Nothing further occurs to me at present as being worthy of especial mention. On the whole the year has been marked by a fair degree of success. The new work of the Course of Study is becoming more familiar to teachers, and it is expected that the future will develop greater progress in all departments of educational work than has been achieved in the past.

For fuller details in regard to the work of the schools in general, and to the standing of each individual school in particular, you are referred to the statistical tables and to my notes of inspection now in your hands.

I have the honor to remain, sir, your obedient servant,

L. S. MORSE.

A. H. MACKAY, ESQ., LL.D.,

Superintendent of Education.

DISTRICT No. 5.—HANTS AND KINGS.

COLIN W. ROSCOE, A. M., *Inspector*.

SIR,—I herewith submit my annual report of the schools in Hants and Kings counties for the year ended August, 1896.

From time to time during the year I have reported to you, in various forms, the condition and working of the schools, and now, by the full statistics sent herewith, give you almost all that need be said. I remember, however, that much of what I have already reported does not reach the public, and that a somewhat formal report is expected to give desired information. I therefore send the following:—

I am pleased to be able to report much improvement in the keeping of the school registers by the teachers. The school returns too—semi-annual and annual—have come to hand in a much better condition than for the past three years. At my last visits it was the exception to find a register incomplete, and very few returns had to be sent back for correction. I reported to the school commissioners the names of schools in which I found the registers, for the past term, incomplete, and had them sent back to their teachers to be made right. In future I propose to report all teachers, who are negligent in this matter, to the Education Office.

The statistics in the returns do not always seem to be made up with sufficient care. In many returns an undue proportion of time is reported as devoted to the teaching of a few subjects, and little to other subjects. This impresses one that only enough is done in these latter to say they are not wholly neglected. This kind of treatment of the Course of Study cannot long be tolerated. The time needed to become acquainted with the changes has now expired, and now each subject should receive its fair proportion of time and attention, or the teacher regarded as not discharging his duty. In this I am not forgetting that in very miscellaneous schools much allowance must be made for the multiplicity of classes.

The secretaries of trustees do not always take time, at the commencement of the school, to fill in the tables so as to make the information fully reliable. Much is estimated, and not sufficient effort made to get exact figures. Also, in giving the values of maps, etc., \$5.00 or \$6.00 is given as the value of these when this is not one-half of their true value. The outfit in the smallest school should not be less than \$50.00, and to this there should be added, from time to time, so that it should never fall below that in value. In a good section, \$100.00 for these things would not be too much to expect. I have two complaints to make in this matter: (1) The true value of these articles is not reported. (2) Not one section in ten has anything like an adequate supply of these requirements.

I wish to make a suggestion here in regard to trustees' returns for graded schools. The rule now is for each teacher to make out a

report of his or her own department, and the secretary of trustees to copy these and thus fill the trustees' return. The secretary then gets this signed and mails to the inspector. In too many cases the secretary, being a man *full* of other business, forgets to attend to this at the proper time, and the inspector has to write or telegraph for the papers and delay his work on account of their absence. No one is so familiar with this work as the principal of the school, and I would have it made his duty to fill the trustee's return, get it signed, and mail it and the teachers' reports to the inspector.

Should sections not supply their schools with the minimum amount of equipments required by law, I would recommend that they be supplied by the inspector and made a first charge on the county grant going to such sections.

The school-houses have received the usual attention as regards repairs during the year.

Often at inspectoral visits defects were pointed out and the secretary required to notify me when these were remedied. I shall not particularize in this matter, but say that the school-houses, as a whole, in this inspectorate, are in good condition. Exceptional cases have already been pointed out to you.

Since the closing of the schools in July, the school-house at Mt. Uniacke was destroyed by fire. This was the work of an incendiary tramp. He said he wished to be arrested, and his wish was complied with, and he is now serving a term at Dorchester.

Eight sections in Kings, and seven in Hants, had no school during the year. More than half of these have so run down by the removal of the people from the sections that it is impossible to sustain a school. Some of these have voted money for a school next year.

One new section has been formed in Kings county during the year, and something has been done towards building a school-house therein. This section is called West Brooklyn, and it is situated on the mountain between Lockhartville and Lower Gaspereaux. I expect a school to be started here next year.

A summary of the schools may be seen in the following table:—

COUNTY.	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants	123	133	5,271	550,839
Kings	121	136	5,380	543,802
Total, 1896	244	269	10,651	1 094,641
“ 1895	247	264	10,394	1,044,547
Increase . . . . .	.....	5	257	50,064
Decrease	3	.....	.....	.....

TEACHERS.

COUNTY.	A.	B.	C.	D.	Male.	Female.	Total.
Hants	4	19	63	47	22	111	133
Kings	4	26	61	45	27	109	136
1896	8	45	124	92	49	220	269
1895	6	42	137	79	46	218	264
Increase	2	3	.....	13	3	2	5
Decrease ...	.....	.....	13	.....	.....	.....	.....

It will be seen that the number of schools is three less than last year; but the number of teachers, pupils, and days' attendance is larger. Most of the schools have made commendable progress. Some have done good work in certain subjects to the neglect of others equally important; and others have only maintained an existence, doing not much in anything. Those coming in this last list might have been closed, any time during the year, to the advantage of the pupils. Mischievous conduct, untidy condition of the room and premises, and general disorganization of the school, would describe these. The unfortunate section that has a teacher inflicted upon it that will allow such a state of things to exist will do well in future to dismiss him, and, if need be, pay his salary, rather than endure such a nuisance.

Kentville Academy has had a very successful year. The experiment of establishing an A grade resulted in a class of eighteen, four of whom, after one year's study of A branches, wrote for the A certificate. Three of these were successful. The academic department registered 123, and averaged over 80. The staff consisted of three A teachers, viz.,—Angus McLeod, principal, and E. Hart Nichols and Miss Jennie Ross, assistants. It is doubtful whether in the history of the County Academies in the province, an academy with but four contributing departments has in ten years grown so as to require three A teachers and be entitled to a \$1500 grant. Improvements in school-buildings, apparatus, school grounds, etc., have been made to keep pace with the advance of the school.

Windsor Academy, still under the efficient principalship of J. A. Smith, M. A., and ably supported by a staff of very competent teachers in the common school departments, has had a year of good progress in school work. The success of the candidates from this school at the Provincial Examination attest to this. It is hoped that the old buildings, which are becoming more and more unfit for such a school as this, may soon be replaced by new ones. It is believed that the sentiment in the town in favor of a new academy building is growing and soon one will be erected second to none in the province.

Wolfville, Maitland and Upper Selma have had class A principals for the past year and done work for which they received the academic grant of \$100 each. To continue to participate in this as a regular grant these schools must provide more apparatus and keep well to the front in school work, not only in the high school grades, but in the common school grades as well. The work must be of such a superior character as to warrant the inspector in certifying that the school is entitled to the grant. Hantsport had a good class A teacher, whose work is fully equal to the best in the district, but did not receive the grant because the number of high school pupils to entitle it to this consideration did not attend. Berwick still holds its place among our best schools. Mr. L. D. Robinson and his assistants have put in a faithful and successful term's work. The standing of the high school candidates for examination from this school places it among the best of our schools.

There are graded schools at Avondale, Woodville, Canning, Shubenacadie, Waterville, Noel, and other places in the district, which, for the excellence of their work, might well be ranked with the county academies. They have a smaller attendance of the high grades of pupils, but in the variety and scope of their work, come to the front when just comparison is made with others.

Not less meritorious work is to be found in the schools at Kingston, Gaspereaux, Horton Landing, Bloomfield, Aylesford, Ellershouse, West Gore, Elmsdale, South Maitland, Lower Selma, and other miscellaneous schools, than in the graded ones. The work, leaving out some intermediate grades, ranges from grade one to grade eleven. It must surprise any one familiar with school work that so much can be accomplished under such circumstances.

Reading.—Much good work is done in this subject. I think teachers are learning slowly that it is neither the number of times they hear lessons daily, nor the rapidity with which pupils learn and repeat words, that constitutes good reading, or indicates real progress in the subject. Once having decided that the object to be obtained in reading is to master and give expression to the thought in the lesson, the teacher sets about the task in his or her own way, so as to accomplish this object. Good reading is to be found in many primary schools; but in some of the higher classes, and sometimes in the High Schools, not sufficient attention is given to reading. I am of opinion that it would be beneficial in all the high school grades to have one or two hours per week devoted to reading aloud and being criticized by the teacher. Often pupils do not fully comprehend the full value of *good reading* till they have passed through the common school grades, where this drill is supposed to be given. With minds more mature than in the earlier stages, the exercise in the higher grades would be attended by more appreciation of the expression and thought, and be productive of lasting good for the future.

Writing.—Writing needs more careful attention than it receives at the present time. Some good writers are to be found in most of

the schools, but in many, the writing is done in a haphazard way. Then too, when pupils leave the eighth grade for the high school, they give up practising to write well. At this stage pupils begin to understand the value of good penmanship, and should continue to practise under the teacher's eye. This should be continued with some regularity during the most of the High School course. Instead of this, pupils write or scribble in scribbling books, and write examinations, so fast that not one in five can write a neat legible hand. This might be remedied by the practice to which I have referred.

Arithmetic.—Arithmetic is taught well in most schools. More regularity of class work, than is now the custom, would reach all the pupils better than now. Too much is sought to be done for individuals, where whole classes need the instruction. The text-books, on the unitary plan, have introduced a system that works well. The fault here is a too rigid adherence to the system. The time comes when it may well be dropped for the shortest method that can be used.

Music.—There continues to be improvement in the teaching of music. The schools referred to in previous reports are still pressing forward in this subject. The teachers of these have made it convenient to advance their own knowledge of music, and their pupils have received an additional benefit in consequence. Some have, with little or no instruction in the new system of music, studied and done fine work in their schools. I am sure the members of the institute, held at Berwick, will endorse the statement that Miss Ida A. Parker gave abundant evidence, in the class exercise she conducted, that music of excellent quality can be taught by self-taught teachers. Others, too, have been stimulated to begin the work during the year. I may mention the names of Miss Altee McMillan and Miss Katie Craig as being among the ambitious ones in this matter. They succeeded, of course, and so have scores of others. When all who can do so teach music, we will be able to report ninety per cent. of our teachers as doing this work, and nine-tenths of the pupils as learning to sing. From careful observation I am prepared to state most positively that this is not too much to expect.

Drawing.—I discover improvement in drawing, in its application to the drawing of plants, animals, and other things about which the pupils are studying. The drawing-book lessons are given too, in a manner to impress one that more depends on the exercise than formerly. I am sorry to report some sections declining to provide the drawing-books for the pupils' use in school. After a little more persuasion these cases will have to be placed on the list as not complying with the spirit of the law, and therefore not entitled to grants. All sections must learn that the C. P. I. has a right to prescribe books, and to insist that all schools shall conform to the law in regard to the *kind* as well as the *sufficiency* of the books provided.

The weakest part of the school work is still that required to be done orally. No amount of persuasion seems adequate to induce some teachers to do work not found in the text-books. The lessons on

nature, etc., are copied or read from a book and do not meet the requirements at all. I do not expect anything better till these are trained to do this work. Most trained teachers, and some who were born natural teachers, are excelling along this line.

Other subjects may be reported as receiving a fair share of time and attention. The progress in them has been good in most cases.

COLORED SCHOOLS.

• In Kings county, in the Pine Woods, near Kentville, lives a community of colored people. To aid these in sustaining a school a grant is made from the Cornwallis school land fund. This fund, by legislative enactment, is under control of the board of school commissioners of the county. They vote a sum, from time to time, sufficient to supplement the county grant in sustaining a school here. The people are required to provide a house and supply it with fuel. A few white children attend this school in preference to going to Kentville; but it is intended for the colored children. Failing to get a teacher at the first of the term, a school was begun about Christmas and continued till the end of the term. The average of this school was 12. It affords a great privilege to these children.

Five Mile Plain.—This section is situated in Hants county, and is another colored settlement. It had a school for nearly all the year. By vote of the board of West Hants this school receives special aid to the extent of \$30.00 per year. This school also is intended for the colored children, but, as in the other case, some white ones attend.

INDIAN RESERVE.

This is a school for the Indians in East Hants. During the year the attendance has averaged 8. This is smaller than last year. Sometimes the settlement has many more people than at others. They rove from place to place. The school is much needed and has done well.

For the first two of these schools it has sometimes been necessary to ask for permissive licenses to be granted to competent persons who were willing to teach them. Every one of the 269 teachers employed in this district holds a regular provincial license. The granting of permissives has been discouraged, and is resorted to only as the last method of supplying schools that would not otherwise be opened.

TEACHERS' INSTITUTE.

A good teachers' institute was held in Berwick in April last. About 120 teachers attended. The papers, addresses, illustrative lessons, etc., were all of an interesting and instructive character. Dr. MacKay, Superintendent of Education, was present throughout all the meetings. His timely remarks and advice, giving information on points of interest to teachers, were attentively listened to and appreciated. The public meeting, in the evening, was largely attended. Papers by Miss Hebb of Maitland, Miss Mumford of Horton Landing,

and Mr. Nichols of Kentville Academy, were read, and an excellent address given by Dr. MacKay. In this address he compared present methods with past, and made a strong plea for scientific teaching. Prof. Tufts of Acadia College, added greatly to the interest of the meetings by an address on the teaching of history. As the secretary of the institute is required to furnish a report for publication in the annual report, it is not necessary for me to enlarge at this point.

I may add here that the impression grows upon me that to reap the highest benefit we need a more extended course of institute work. I cannot do better than advise all teachers to procure the report of the Teachers' Association, held at Truro in October, 1895, and read the paper on district institutes, therein published. The people are looking for trained teachers. The long term of a year is awakening trustees to make enquiries in regard to their ability to do good work, and maintain an interest throughout the term. Those who are making no effort to keep abreast of the times and do the best kind of teaching, are not wanted, and will not be engaged so long as better teachers can be found. Along with this must come an increase of salary to efficient, wide-awake teachers. "They are worth their weight in gold." I would suggest that a section that has been fortunate in securing the right kind of teacher, one who is interested to give the section the best kind of school, pay sufficient salary to allow their teacher to attend the Summer School of Science and the Teachers' Institutes, etc., as a means of coming into touch with what is new and best in the line of methods. Three questions may well be put to teachers as a test of their interest in their profession:—(1.) What educational papers do you subscribe for and read? (2.) Do you spend part of your vacation in study, or in attending a course of lectures to better fit yourself for successful work? (3.) Are you in the habit of attending teachers' meetings, institutes, or the Summer School of Science?

TEXT-BOOKS.

Pupils are generally well supplied with readers, geographies, histories, arithmetics, etc., and most of the books required for the more advanced work of the schools. In the case of books that must be withdrawn and replaced by others at the end of 1897, care must be exercised that the schools be not allowed to consume the teachers' time by the use of two books on the same subject. I think in the case of Kirkland and Scott's arithmetic, Todhunter's algebra, and Hamblin Smith's geometry, the books should be discontinued at once on the expiration of the time granted. Many have already procured the new books, but there will be others to hold on to the old ones as long as possible. I am convinced that the custom for each parent to supply the books for his own children is working well. I would not have this plan disturbed.

There is, however, a lack in the matter of cheap supplies that might be remedied by requiring the trustees to supply them out of the section's funds. In this list I would include slate pencils, slates, pens, pen-holders, copy and drawing-books, scribbling-books, lead

pencils and erasers, music-books, and a good supply of stationery. Bought at wholesale, they would not cost the individual ratepayer nearly as much as now, and each pupil would have at hand a supply of what is needed, and at the time needed. By a proper system of supplying and caring for these they will last longer than now, and be of great advantage to the pupils.

Under the present plan pupils are found without some of these articles, or bring to school what is not suitable. Others are compelled to use short pencils, or poor pens, because no better can be had at the time. The saving in cost, and the certainty that all shall have the article needed, will many times repay the effort to provide them in this way.

HIGH SCHOOL SUBJECTS.

Many very miscellaneous schools have pupils doing work in the high school subjects. All the teacher's time is needed for those in the lower grades: but the few that want to do work of a higher grade make demands on his time which deprive the large majority of the pupils of their rights. Should a fair proportion of time be given to the few they could do little or nothing, and would not be satisfied. Because they have an undue share of the teacher's time the rest of the school suffers. As the County Academies are much better equipped than these schools, and were established to do this work, I would suggest that every effort be made to induce all such pupils to attend the academies, because it will relieve their own schools and secure much better privileges to themselves than they can have at home.

I might report several cases of schools holding literary entertainments to furnish the schools with apparatus, etc. These entertainments, properly conducted, may prove a benefit to those taking part in them, and increase the interest of parents in their school. Kentville, Berwick, Waterville, Woodlawn, Long Point, Highbury and others have, in this way, contributed much to the equipment of their schools. This report is respectfully submitted.

Your obedient servant,

COLIN W. ROSCOE.

TO A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT No. 6.—ANTIGONISH AND GUYSBORO.

W. MACISAAC, B. A., *Inspector.*

SIR,—As required by law, I beg leave to lay before you my report on the schools of District No. 6, for the year ended July, 1896.

In regard to the progress and the general condition of the schools throughout this inspectorate there is little or no difference between the past year and the preceding one.

Two new sections were formed in the district of Guysboro, one at Forest Hill, a new gold region, situated four miles from Erinville, and nine miles from Country Harbour, the other at the "Junction," Tor Bay Road, a small and sparse settlement between Cook's Cove and the Guysboro Bay shore.

The school house at Sandy Cove Section, No. 14, Guysboro, and the one at N. W. Arm, Tracadie, Section, No. 28, Antigonish, were destroyed by fire in July. As far as I could ascertain, the origin of fires has not been accounted for.

In comparison with the year 1895, there was a considerable decrease in the total enrolment of pupils and the grand total of attendance.

There were twenty sections without school any part of the year, and I regret to say that the majority of these had no school for many years. The idea of maintaining schools in some of these sections has been practically abandoned, although fair inducements had been offered by the school commissioners in the way of assistance. However, I am glad to be able to report that a few of them have schools in operation this year. To the inquiry, why so many schools are kept closed from year to year, the invariable answer is poverty and fewness of pupils. So long as such an ungenerous spirit prevails there is little to hope or expect by way of progress in many of our schools.

From a glance at the average annual salaries of teachers from sections, it will be seen that all that a large number of sections had to pay was but a trifle over their portion of the county fund. Yet I often experienced much difficulty in coaxing and persuading trustees of such sections to engage teachers even at these low salaries. In view of all the Government has done and is doing for popular education, and because the evil is almost entirely due to parental apathy, one is compelled to look for a reform of this state of things less at the hands of the legislature than at the hands of the people themselves. It is quite possible that some such scheme as the one outlined by Professor Graham Bell, at the recent association of teachers, might be made to afford a remedy by arousing some interest in education among parents; or it may be that the township's plan of administering schools, so elaborately and so forcibly presented by Principal Solon, of New Glasgow, at the same convention, is destined one day to furnish the much needed solution of the difficulty.

During the year there were 32 new teachers and 88 old teachers, but new to sections, making a change of 120 out of 171 schools. The evil resulting from frequent changes of teachers is a subject of general complaint. In the present state of our schools hardly any two teachers have the same methods. The new teacher has no opportunity of being acquainted with the condition of the school and the method of his predecessor. He enters the school a stranger to the children, and unacquainted with the relative disposition and aptitude of the different pupils, and with the course pursued by former teachers. There can be no progress until he learns his position in the school, and much time is wasted by the pupils in adapting themselves to his ways and method of teaching, and in retracing ground which they have already travelled. The effect is equally bad on the teacher. No sooner does he succeed in making a fair headway than he begins to realize that through the caprice of his employers or other reasons, the period of his service is about to terminate. These evils will exist until the teaching profession is placed on a more permanent footing.

Out of a total of 87 teachers in Antigonish, there were but 11 class B teachers, and only 6 out of 96 in Guysboro, so that 91 per cent of our teachers are classes C and D. The average salaries, including the provincial grant, were \$243 for grade C and \$155 for grade D. It can hardly be expected that teachers will remain long in the profession while there is so little remuneration for their services.

In the matter of school buildings and other necessary improvements I have little to report. A few school rooms have been made warmer and more comfortable, but much still remains to be done in this direction. The number of graded schools in Guysboro is increased by the addition of a handsome and an elegant wing to the Hazel Hill school.

From the foregoing remarks it must not be inferred that our schools are not making progress. The fact that so many of our best and most skilful teachers are leaving the profession every year and are succeeded by fresh and inexperienced recruits, explains to a large extent, for reasons already advanced, why so little progress is made in some of our schools.

A few of the teachers, I am sorry to say, show a degree of carelessness in keeping the register in proper form. The explanations on the last page are often overlooked or not fully mastered, so that the school returns on which so much useful and interesting statistical information depends, are apt, in many instances, to prove untrustworthy.

In regard to registers let me quote in conclusion from Horace Mann, formerly secretary of the Massachusetts Board of Education:—

“Another provision of the law requires that registers, in such forms as shall be prescribed by the Board of Education, shall be kept in all the schools. As a means of collecting accurate statistics registers are indispensable. They will also reveal a fact, to the existence

of which the public eye seems almost wholly closed, I mean the amount or extent of non-attendance upon our schools, and the enormous loss thereby occasioned. In the hand of an adroit teacher, too, the register may be made an efficient means of remedying that irregularity of attendance which it discloses. If the school is what it should be, the remark will be literally true, that every mark in the register indicating a vacancy in the child's seat, will also indicate a corresponding vacuum in his mind."

I have the honor to be, sir, your obedient servant,

W. MACISAAC.

A. H. MACKAY, Esq., LL.D.,

Superintendent of Education.

DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR,—I beg leave to submit the following report on educational affairs in District No. 7 for the school year ended July 31, 1896.

The number of organized school sections in the County of Cape Breton remains, for purposes of this report, at 132. Attempts were made during the year to organize two of the sections originally laid off (Mount Cusack and Twelve Mile Lake) which, as far as I know, had never been organized, and which, therefore, I never counted among the operative sections; but as those efforts had not as yet resulted in the establishment of schools up to the close of the term, I refrain from taking them into account for the year under review.

Of the number above stated 108 were in session, leaving 24 sections without school any part of the year, as against 25 the previous year. The number of schools or departments open in those 108 sections was 165, as compared with 158 in 107 sections the previous year.

The number of sections in the County of Richmond was increased, by the formation of a new one at Irish Cove, to 71, in which were 76 schools in operation, as compared with 70 schools in 59 sections the year before. The number of vacant sections was only 5, as against 11 in 1894-95.

Of the 241 schools in operation in the district, 114 were in session the full term of 216 days; 122 were open more than 100 days, but less than the full term; and the remaining 5, 100 days and under. The time lost was, in most cases, at the first part of the term, *i. e.*, before opening school, and the cause assigned was, generally, difficulty in securing teachers. The average number of days all schools were in session was, in Cape Breton county, 200.34, and in Richmond, 205.18.

While the increase in the number of pupils enrolled and their attendance at school were reported last year as satisfactory, I am pleased to be able to note a continued increase in these respects for the year just closed. The following table gives a comparative statement of the principal items:—

CAPE BRETON COUNTY.

	Under 5 years.	5 to 15.	Over 15.	Total Annual Enrolment.	Total Days' Attendance at School for year.	Average of Quarterly Percentage of Attendance.
1895	117	6798	476	7391	768,901	63.4
1896	176	6931	524	7631	827,632	65.2
Increase . .	59	133	48	240	58,731	1.8

RICHMOND COUNTY.

1895	61	2776	197	3034	309,208	60.6
1896	77	2908	180	3165	329,839	63.0
Increase . .	16	132	.....	131	20,631	2.4
Decrease . .	.....	.....	17	.....	.....	.....

The proportion of population at school during the year was 1 in 4.1 (in 1895, 1 in 4.6) in Cape Breton County, and 1 in 4.5 (1895, 1 in 4.4) in Richmond.

The teachers employed compared with those of the previous year in class and sex as follows:—

CAPE BRETON COUNTY.

	MALE.				FEMALE.				TOTAL.		
	A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Total.
1895	4	18	18	21	...	8	45	44	61	97	158
1896	4	20	24	18	....	10	43	46	66	99	165

RICHMOND COUNTY.

1895 . . . . .	....	7	13	20	....	....	12	18	40	30	70
1896 . . . . .	....	6	9	23	....	...	10	28	38	38	76

In the County of Cape Breton the amount of money voted by the sections for general school purposes for the year shows quite a large increase over the corresponding item for the previous year, as well as the gross amount of salaries paid; while in Richmond County the

total sum reported as voted was slightly less; and still the aggregate of salaries paid shows an increase of all but nineteen per cent., as seen from the subjoined comparison. This result would seem to indicate a necessary deficit in some of the sectional "budgets," but the explanation probably lies in the facts that (1) the amount appropriated for building and repairs in 1895 was much larger; and (2) that greater care than usual was exercised this year in securing accurate answers to column four of the returns ("annual salary exclusive of provincial grant") and the aggregate is consequently more nearly correct than in any previous abstracts. While the number of teachers, as already shown, was increased by 7 in one county and 6 in the other, there does not appear any appreciable difference in the average of salaries paid, in either county, one grade of one sex showing a slight increase, another a slight decrease, and *vice versa*, indiscriminately:—

CAPE BRETON COUNTY.

	Total amount voted at last Annual Meeting for all School Purposes.	Portion voted for Building and Repairs.	Total amount of Salaries paid during year by Sections.
1895	\$25,545 00	\$3,341 00	\$22,248 00
1896	36,491 00	7,786 00	24,569 00
Increase	\$10,946 00	\$4,445 00	\$2,321 00

RICHMOND COUNTY.

1895	\$7,530 00	\$1,975 00	\$6,743 65
1896	7,226 00	1,374 00	8,023 00
Increase .....	.....	.....	\$1,279 35
Decrease	\$304 00	\$601 00	.....

The number of pupils pursuing High School studies shows a considerable increase in the County of Cape Breton:—

	1895.	1896.
Taking the full course	284	285
" partial or special course	35	78
Total	319	363

An increase of 14 per cent; the numbers in the County of Richmond are nearly the same, viz.:—

	1895.	1896.
Full course	44	46
Partial course	7	6
Total	51	52

Of the number in the former county 64 are to be credited to Sydney Academy, classified as follows:—Grade IX, 36; X, 16; XI, 10; and special, 2. The report of this flourishing institution will doubtless be found, as usual, highly satisfactory. The average made for the year was 41.3.

The rapid growth of the town of Glace Bay necessitated the opening of two additional departments, bringing the number of its schools up to ten.

Mitchell section hitherto had but a comparatively small miscellaneous school. By the sudden springing up of a mining "town" within its limits (Dominion, No. 1), a graded school with three departments was rendered necessary in the course of the year, and with commendable energy the trustees were in a position in December last to open two departments in a new four-room building.

In Caribou Marsh, a scattered rural section, two schools, though not graded, were established in place of one as formerly, under the following circumstances:—For several consecutive years a number of the ratepayers had been making application to the board for a division of the section on the plea that the pupils were situated principally in both ends of the section, and that no school located in the uninhabited centre could accommodate more than half of them. The board repeatedly resisted the application, but at length the trustees were recommended to establish a school at each end of the section, as a test of their willingness and ability to support two schools instead of one. Accordingly, the section school-house was moved to one end of the section, and a new hall, ready at hand, was rented in the other end, with the result that 61 pupils were enrolled, and made a total attendance of 6,250 days, where, in 1895, the enrolment had been 39 and the attendance 2,454, and in 1894, 30 pupils and 1,767 days. The result seems to have justified the experiment. A further trial is being made, however, before taking any other action.

At L'Ardoise, (section No. 28, Richmond county), a graded school of two departments was established at the beginning of the year, and it was none too soon, as 140 pupils of school-going age had to be provided for, of whom 125 were actually enrolled. Two other sections in the same parish will have to follow suit as soon as the necessary accommodation can be provided.

At West Arichat, on the other hand, where there had been four departments for a great many years, the schools had to be reorganized in January last under two teachers. The sisters of the congregation of Notre Dame, who for probably over 25 years had been in charge of three female departments, took their departure from the place towards the latter part of November, and after needed alterations in school-buildings, all the pupils of both sexes were graded, as already stated, into two departments.

New school-houses have been erected or occupied during the term in the following sections :—

Cape Breton Co.—Lingan-Barasois, Mitchell, Glace Bay, Clarke's Road, Trout Brook, Edwardsville, and Bras d'Or Gut—seven.

Richmond Co.—Port Malcolm, Grand Digue, Cape George, Irish Cove, Red Islands, Hay Cove, L'Ardoise, Loch Lomond, Head Loch Lomond, Orange, and Little Ance—eleven.

This is not a bad showing for one year, and at anything like the same rate, the worst class of school-buildings should soon disappear from this district. Of course it cannot be claimed that all these new buildings are models of modern school architecture, but in every case (or nearly so) the change marks a more or less great improvement in point of choice of site, exterior finish, and interior arrangement. Among the new school-houses above enumerated there are several good and commodious ones, and the following deserve special mention : The building at Glace Bay, a former church renovated, contains four good large rooms, besides halls and necessary ante-rooms, all well lighted and furnace-heated. The building in Mitchell section (Dominion, No. 1) is an ordinary plain two-story house, having four fairly good rooms with halls in centre, but no cloak or ante-rooms. The one at Bras d'Or Gut is a well-planned modern school-house, and when finished, will be one of the best in rural sections of the county. In Richmond county I would particularize the following :—L'Ardoise, a fine building comprising two large well-lighted and lofty rooms ; Port Malcolm, a two-story building, combining school-room and temperance hall, with two entrances and lobbies, the upper story available at any time, if required, for a second department ; Little Ance, a well-planned modern style school-house with good class-room. The two last, though not all finished inside, are furnished with Gillis's patent desks. And finally, the buildings at Orange and Irish Cove, when finished inside, will be very creditable, commodious, and handsome school-houses.

Quite a number of school-buildings remain, however, which ought to be condemned as unfit. I had a list of no less than eight to recommend to the board of Cape Breton county alone at last meeting, but owing to the large amount of business before the board, and the hurry of many of the commissioners, my report on the subject could not be reached before adjournment. The sections concerned having been notified, however, of this intended action, I learn that several will not wait for official intervention before commencing building operations, and I doubt not that another year will see a further respectable batch of new school-buildings.

It were very desirable that some means could be found of awakening a spirit of emulation among sections in the direction of enclosing and ornamenting their school-grounds. Adjoining or neighboring sections will, here and there, vie with each other in erecting decent school-houses, but beyond that it seems impossible to get the ordinary country section to go. It often (I might say generally) requires considerable pressure and persuasion to induce trustees to provide the most indispensable outside appurtenances.

One school-house was destroyed by fire during the year,—that at Macadam's Lake, in Cape Breton county,—a small section that could ill afford the loss, more especially as the building was nearly new, being only the second term in use. The fire broke out one afternoon, shortly after the closing of the school for the day, having probably had its origin in some unnoticed or neglected spark from a defective stove. Moral:—Keep your school-buildings insured.

Each of the boards of school commissioners in this district found itself confronted with a difficulty of a similar nature at the last annual meeting. It was an application, by petition, in each case, of certain ratepayers of one district to be annexed to a section in an adjoining district (county), thus to form what is technically known as a "border" section. While the law recognizes, incidentally, the existence of such sections [sec. 28 (10) and sec. 91 of the Education Act], it provides no procedure for establishing new ones. The difficulty arose from the fact that each board has no jurisdiction beyond the limits of the district for which it is constituted, and the Cape Breton board, after discussing the matter, decided that while it had the power to alter the boundaries of the section in question by lopping off the petitioners, the authority to "cede" the territory occupied by them to be taxed by another district is nowhere conferred; and, *a fortiori*, that other district has no authority to "annex" the territory in question. The board therefore declined to take any action in the matter.

In the case before the Richmond board the petition for severing the parties interested from the section within its district was granted, but the board could go no further; and it realized the possibility that the petitioners might fail to make application to the board of Inverness county to be admitted to the neighboring section, and would thus be placed in a position (possibly the desired one) of escaping all taxation for school purposes. I was therefore instructed "to bring the matter of the creation of new 'border sections' to the notice of the Superintendent of Education, with a view to securing legislation or the adoption of regulations enabling boards to deal with such cases."

The establishment of an additional examination station was fully justified by the number of applications received for admission at North Sydney, there having been no less than 73. The convenience of the arrangement was much appreciated by those immediately concerned, and it doubtless largely augmented the number of those who would otherwise have gone to Sydney, where 80 of the 87 applicants for that station presented themselves. The results of the examinations will, no doubt, appear as usual in your report.

In addition to the regular work of visitation I have had to respond to numerous calls for the purpose of aiding in settling sectional difficulties of various kinds, principally connected with the selection of sites for school-houses, and am pleased to be able to state that in nearly all (if not in all) such cases, the difficulties were amicably arranged.

I have the honor to be, sir, yours very respectfully,

M. J. T. MACNEIL.

To A. H. MACKAY, LL. D.,

Superintendent of Education.

DISTRICT No. 8.—INVERNESS AND VICTORIA.

J. MCKINNON, *Inspector*.

SIR,—I have the honor to submit the following report of my inspectoral district for the past school year.

This district includes three School Commissioners' sub-districts, viz:—South Inverness, North Inverness, and Victoria county.

There were in operation for the whole or some part of the year 215 schools with 232 departments and teachers, comprising 148 schools with 161 teachers in Inverness, and 67 schools with 71 teachers in Victoria, an increase of six schools and seven teachers over 1895. This addition is wholly in Victoria county, the number of schools open in Inverness in the year now expiring being two less than in 1895.

Though one new section in each county was created by the respective school boards of South Inverness and Victoria at the June meetings, yet these, not having up to the close of the school year received the formal sanction of the Council of Public Instruction, the number of sections remains the same as in the previous year—177 in Inverness and 80 in Victoria. Of the 29 vacant sections in Inverness ten or twelve may be set down as permanently disorganized through depopulation, financial weakness, or want of pupils (contiguous sections absorbing the school-going population). Of the remaining 19 sections, five are at present without suitable school-buildings, and fourteen have failed or neglected to secure licensed teachers, chiefly because ratepayers were unwilling to make adequate provision for teacher's salaries, and hoped that some young teacher would happen along willing to teach for what sum the government and county grants would yield. Of the thirteen vacant sections in Victoria four or five are quite disorganized, and not likely to have schools in the near future. Three sections are at present without suitable school-houses, and the remaining six sections are vacant from the difficulty of securing licensed teachers at inadequate salaries.

Of the 161 teachers engaged in Inverness 98 are males and 63 females. Of the 71 in Victoria 35 are males and 36 females. The various grades were as follows:—

INVERNESS COUNTY.

MALES.				FEMALES.			
A.	B.	C.	D.	A.	B.	C.	D.
1	15	26	56	0	3	16	44

VICTORIA COUNTY.

MALES.				FEMALES.			
A.	B.	C.	D.	A.	B.	C.	D.
0	1	10	24	1	2	7	26

A new school-house was built in Seal Cove section, South Inverness, and several other sections in the county have had their school buildings repaired and improved in fittings and furniture.

Goose Cove section in Victoria county has, during the summer, erected a large and substantial school-house, which, when finished inside and seated, will reflect on that section much credit.

Barra Glen section, in the southern end of that county, has also during the year put up a new school building, which, though not large, will amply meet the needs of the section.

Owing to the scarcity of teachers in the district (the range of salaries offered not being sufficient to attract teachers from outside) a number of permissive licenses had to be granted, chiefly in sections weak and isolated, and who were late in making arrangements for opening the schools.

The attendance of pupils in Inverness has been somewhat less than that of last year, and was chiefly caused by an outbreak of measles and diphtheria in several sections, leading to the closing of the schools for a number of weeks.

Generally speaking, school work is improving, though slowly. The proportion of good teachers is increasing. Trustees are more generally alive to their duties and responsibilities, and are becoming better acquainted with the provisions of the school law and regulations. Still the condition of very many schools is unsatisfactory. About 20 per cent. of the schools in the district, I hope, may be classed as good, though in varied degree ; 25 per cent. may be classed as poor, and the rest fair.

As a class the Normal School graduate teachers prove the advantage of a professional training by the superior quality of their work in the school-room. Yet, occasionally, one meets with a teacher, here and there, who, without any such special training, but endowed with a natural aptitude and capacity for the profession of teaching, is fully the peer of the trained teacher.

The proportion of good teachers is largely determined by the salaries offered by sections, and so long as the range of remuneration is low, the profession will be represented by poor and inefficient

teachers ; and I regret to say that the scale of salaries in this district is very low, and entirely inadequate to meet the just expectations of good teachers, and to retain them in the profession.

Improvement is noticeable in most schools in the teaching of arithmetic, grammar, history and geography. Text books are less used, or at least less depended upon, and teachers require more of their pupils than the reciting of names and rules, and bald facts, without an intelligent knowledge of their meaning and connection.

The subjects of calisthenics, drawing, lessons on nature, and music are much neglected in many of the miscellaneous schools,—the latter subject, on the plea of having not had training, or being wanting in voice, etc. The excuse generally offered for neglect of *drawing* is that parents do not consider the teaching of it necessary, and that they are unwilling to provide the books.

I have come to the conclusion that the teaching of vocal music cannot be made general in our schools, at least for a number of years, unless some special provision is made to send into country sections trained instructors to give lessons for a number of hours in each week in schools where the teacher is incapable of doing so.

A great and widely extended evil in this inspectoral district, especially in Inverness, is the very large number of small and weak sections. A very considerable number should be wiped out, and with decided advantage to the school interests of the sections concerned. A few examples will illustrate :—

Mount Young, in South Inverness, constituted first one good-sized school section. About fifteen years ago it was divided into three sections,—Mount Young, Hay River, and Miller. The two former are small weak sections with an enrolment of 19 and 23 pupils respectively, and Miller section, though formed 15 years ago, has never had a school opened, though one or two abortive attempts have been made to build a school-house.

Within a radius of from three to four miles from the school-house of New Canada section, the following five school-houses are to be found, and all closed at this date and for periods ranging from two to six years, and for no other cause than the small size and consequent financial weakness of the respective sections, viz. :—Melrose, closed since two years ; Skye Mount, since four years ; Upper Glencoe, since three years ; Judson, since four years ; and Albert, since six years. These, with the central section of New Canada, forming a group of six, could, with great advantage, be re-divided into three sections of moderate size, and able to support three schools, and all within reach of all the school children now scattered through the five vacant sections.

As the law stands at present it is doubtful if such a re-organization could be carried out. A remedy is surely needed for such glaring

defects in the size of school sections, where the ratepayers are unwilling of their own motion to apply the needed remedy.

The evil of small sections is manifesting itself in another direction besides that of financial weakness. Occasionally two or three ratepayers, who have no school-going children, exert sufficient influence to elect trustees known to be indifferent to having a school opened. These, by masterly inactivity on one excuse or another, neglect to engage a teacher, and the result is a closed school for a year, if not for a longer period.

In larger sections, public opinion is more influential and is not so easily defeated.

I find that, notwithstanding the precise and positive injunctions given from time to time in the "Journal" and "Regulations" as to the proper mode of voting funds for the support of schools at annual meetings, the practice still obtains, in many sections, of including, in the sum voted, the estimated amount to be received from the County Fund. This, of course, makes the statistical return of the sum voted by sections for support of schools worthless, and necessarily makes the sectional vote an uncertain amount. In many sections the amount levied upon ratepayers is merely nominal, the Government grant and County Fund being considered sufficient to meet the obligations of the section to a Class D teacher.

. In the majority of cases at present *poor sections* rely altogether upon the Government and County Funds to support their schools.

A regulation, I think, should deal with this matter, and provide that each section receiving *poor aid* should contribute a minimum amount based upon the valuation of section property to entitle it to such benefit.

The statistical tables already forwarded, furnish a more detailed information concerning the schools of this inspectoral district.

I have the honor to be, sir, your obedient servant,

J. MCKINNON.

To A. H. MCKAY, ESQ., LL. D.,
Superintendent of Education.

DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, LL. B., *Inspector.*

SIR,—I have the honor to submit the following report of my inspectorship for the past school year.

Only one organized section in my district was without school during the whole year, namely, Springmount, No. 10, in the district of South Colchester, which failed to secure a teacher at the beginning of the year, and afterwards decided upon removing and repairing its school-house.

Two sections, Carriboo Island and Black Brook, were re-organized, and have built new houses which will probably be occupied for school purposes during some part of the coming year. There are now only two disorganized sections remaining in my district, Fraser's Mountain and Riverton. The children of the former have access to the schools of New Glasgow; and of the latter, to those of Ferrona or Stellarton. Neither of these sections is really needed at present, so I may fairly report my whole district as in good working order, for the first time, I believe, in its history.

A new school-house has been completed at Rossfield, South Pictou, in addition to the two already mentioned. A number of old buildings have been so thoroughly repaired as to be as good as new. Among these may be named, Upper North River, Onslow Mountain, Central Onslow, Valley Station, Riversdale, Kemptown, Johnson's Crossing, Upper Pleasant Valley, Lower Stewiacke East, Newton Mills, Eastville and Otter Brook, in South Colchester, and Bayview, Cross Roads, Roger's Hill, West River, Brookland, Six Mile Brook, Lower Green Hill, and West River Station, in the county of Pictou.

A good many sections have refurnished with modern furniture. Out-buildings have been renewed in many sections, and in a few provided for the first time.

The year has been a most satisfactory one, so far as outside improvements are concerned; and the outlook for the coming year is highly encouraging. The copies of minutes of annual meetings of sections, returned to my office, show increasing liberality in the voting of money for buildings and repairs. I can also report progress in the matter of school equipment. Maps and other necessities are promptly provided in most cases in accordance with my recommendations.

There was a slight shortage of teachers at the beginning of the year, and some three or four permissive licenses had to be issued, for the first time during my tenure of office.

So far as school work is concerned, I have nothing new to report. The law in all its details has been very generally complied with.

Where there has been any failure in this respect it has been due to ignorance or mistake rather than intention. The prescribed textbooks have been faithfully adhered to. The Course of Study is becoming better understood from year to year, and is being more effectively complied with.

There has been a noticeable increase during the year in the number of miscellaneous schools undertaking high school work. An unusually large number of candidates came up from such schools to the Provincial Examinations in July. This, it seems to me, is far from being a matter for congratulation. Not only is high school work much better done in the County Academies, but the common schools are mostly the worse for its being done in them. I generally expect to find neglected lower grade pupils in miscellaneous schools in which high school work is done, more especially if candidates are prepared for examination. In such cases, one or two pupils are usually allowed to appropriate the greater part of the teacher's time and attention, to the great disadvantage of all the others.

The work done at the academies of Pictou and Truro, and the New Glasgow High School, is showing constant improvement under the stimulus of competition and the Provincial Examinations. The attendance at each of them is also steadily increasing. Pictou, most unfortunately, lost its building almost at the beginning of the year ; but its classes promptly found comfortable, if somewhat straitened accommodation, and in the end made as good a showing as any of their predecessors. A new building is now nearing completion, which gives promise of being the best of its kind in eastern Canada. Truro's handsome new building, erected only a few years ago, is now no more than up to the requirements of its rapidly growing classes, and there is a probability of its being enlarged at no distant date. In the meantime, Principal Campbell and his able staff are winning high honours for themselves and their institution. New Glasgow has unquestionably the finest and best appointed high school building in Nova Scotia ; and within it young people are being educated and trained, not *stuffed*, by and under the direction of Principal Solon, in a way even more worthy of commendation than the manner of their housing.

The statistical tables submitted herewith furnish detailed information concerning the schools of my district.

I have the honor to be, sir, your obedient servant,

W. E. MACLELLAN.

TO A. H. MACKAY, ESQ., LL.D.,

Superintendent of Education

DISTRICT No. 10.—CUMBERLAND AND N. COLCHESTER.

INGLIS C. CRAIG, *Inspector.*

SIR,—I herewith submit my report on the schools of this district, together with the statistics for the school year 1895-96.

This school year has been one of unusual activity in educational affairs and, as the statistical tables show, one of growth in every respect. More schools have been in session this year than any other in the history of the district. The grand total attendance increased by 49,372 days, and the registration of pupils by 168.

Among the 281 teachers engaged during the year only eight were forced by illness to cancel their engagements—two in Cumberland and six in Colchester. This proportion of teachers, compelled on account of some indisposition to relinquish their duties, may seem small, and at variance with remarks made hereafter under the head of “sanitation,” yet it must not be forgotten that 85 of the teachers are between the ages of 17 and 30, a vigorous period of life.

Five teachers, on account of incompetency either to teach or govern their schools, resigned, and sought some more congenial sphere of labor.

Schools were maintained in 199 sections, representing 264 schools, and employing 281 teachers. Nineteen sections have graded schools which represent 92 departments.

Thirty-three male teachers were engaged in this district during the year, an increase of six over last year. I believe that hereafter more male teachers will be employed. That is the outlook at present. The demand is greater, and then the protection afforded to the teachers by the new regulations gives the profession some stability. Four years ago there were but two academic male teachers engaged in the entire district, to-day there are ten holding “A” scholarship.

BUILDINGS.

The school-rooms condemned in Minudie and Upper Linden last year have been reconstructed, and are much improved in their surroundings. Little River, Shinimacas and Tidnish River sections have enlarged their school-rooms. Balmoral Mills, New Prospect, Wentworth Station, Doherty Creek, North Middleboro', East Mapleton, Masstown and Little Bass River sections, have been furnished with patent desks.

The last-named section affords an example of what an enterprising board of trustees is able to do. There is no rural section in this district where the ideal is so nearly approached as in this. The house is complete in findings; the school grounds, which are liberal in area

and wisely selected, are surrounded by a neat fence ; then to complete all, the grounds are adorned with forty beautiful trees. I hold the section up as a model to the rest of the district.

The miscellaneous schools in Five Islands and at Debert Station have been graded.

In the town of Springhill the sixteenth department was opened last spring. Another large building is needed in this place.

BUILDINGS CONDEMNED.

The school-rooms in North Wallace, Lower Gulf Shore, Fort Lawrence and River Hebert, in the district of Cumberland ; the primary school-room of Acadia Mines, in the district of West Colchester ; and Conkey's, in the district of Stirling, were condemned by the boards of commissioners at their last sessions.

With a few exceptions the school buildings in the district of Stirling are much inferior to those of other districts.

TRUANCY ACT.

According to the returns of the trustees there are 607 pupils between the ages of 5 and 15 who have not attended school during the year. This is a little more than five per cent. of the registration. Twenty per cent. of these are employed in coal mines at the Joggins, Springhill and River Hebert. Non-attendance in the rural districts is a rare occurrence, and wherever it exists it is due to the ignorance, poverty or indifference of the parents.

Of the 194 sections reported 88 have adopted the Compulsory Attendance Act ; 77 have rejected it ; 29 made no mention of it in their minutes.

I have yet to learn of one instance where the Act has been enforced in the country sections. It requires a greater amount of courage than the average school board possess to execute the law after authority has been given them. An aversion to meddling with people's private affairs seems the stumbling-block, and until some other provision is made for the execution of the law the Act will only remain an empty menace in the country section. A little more or a little new machinery is needed. I would not require the trustees to be the prosecutors. Let the inspector, where the Act is adopted, report from the register at the close of each school year all delinquents to a stipendiary magistrate, to whom will be delegated power to summon parents to show cause why their children have not attended the minimum number of days. Sections then adopting the Act will be careful to know the need of such a law and less anxious to make it a scare-crow as it is in too many instances now.

The Towns' Compulsory Act is more workable, chiefly on account of having the municipal government to carry out its intentions.

Amherst and Parrsboro' have adopted it, and with beneficial results, judging from the increase in attendance at school. Parrsboro' added another department in consequence of the adoption of the Act, as also did Amherst. The increase in the grand total days in the town of Amherst was 7,252, and in Parrsboro', 7,856. All of this increase is not attributable to the adoption of the Act, but it is in a large measure. In Springhill, where the necessity is great for the enforcement of such a law, Mr. John Murray, jr., chairman of the school board, reports to the town council, as follows:—

“It was the intention of the board to enforce the Compulsory Attendance Act, but after corresponding with other towns we found that to make it successful we would have to be prepared, that is, to have ample room, truant officers, and to have public opinion well stirred up in our favor. We hesitated for fear of meeting with failure. The town of Amherst has adopted it, and we may be able to profit by their experience and adopt the Act in the near future. Moreover, it would appear that parents are taking more interest in sending their children to school than formerly. At any rate the attendance is improving, although not yet what it should be.”

For the town to adopt the Act at once was impossible. At present there are 80 pupils on an average to each of the sixteen departments, and not another room is available in the three buildings used for school purposes.

SANITATION.

This is a subject to which I have given much attention when inspecting school-rooms and out-buildings, yet I am sorry to report everything is not as it should be. When I came to this office ten per cent. of the schools had no closets, and still more had not a shed for fuel. In many cases the sections without closets were better off than those which had them. The sanitary arrangements of many a school-room is a disgrace to the section which tolerates it. Sweeping, scrubbing and whitewashing, elementary principles of cleanliness, are much neglected. Hygiene is taught, but its laws defied in the simple act of cleaning a slate. Is it not possible to have every school-room scrupulously neat, and at least clean, let the section be ever so poor? Teachers and trustees are very remiss in their duties in this way: teachers in not keeping their boards informed as to the sanitary state of buildings under their supervision, and trustees in having no care of them.

In a matter which so much affects the health of hundreds of children, I believe the inspector should be empowered to deal with such cases directly. What care the boards of trustees who know that it may be a year before an inspector can report their case to the commissioners, and another before they can be punished for their shortcomings?

ARBOR DAY.

The day is generally observed in some way in this district, but not as I desire. It too often takes upon itself the character of a holiday. With considerable trouble I learned that 257 trees were planted

last May, whereas ten times that number should have been planted. Bass River, Little Bass, Upper Economy, Hartford, Amherst Point, Nappan and the Falls, were sections where the day was properly spent. An intelligent and energetic teacher always influences the result of this day.

Many school grounds are too limited in area and consequently children play upon the streets. It is useless to beautify such places. Few school grounds are enclosed, the trustees objecting, as fences make a catch for snow. Teachers will not observe arbor day as they would were the school grounds enclosed.

PATRIOTISM.

During the school year this subject received its due share of attention. At the first of the year I issued a circular letter to every teacher in the district, directing them to give particular attention to the lives of our dead Canadian statesmen. As a result of this appeal there may be found in many a school-room the picture of many of our "illustrious dead," and conspicuous among these the picture of Howe. As a further proof of the interest manifested in this subject, I may add that nearly one hundred dollars has been raised by the schools of this district for the Howe Memorial Fund, and the work is not yet done.

HIGH SCHOOL WORK.

At the four stations, Amherst, Springhill, Parrsboro' and Tatamagouche, there were 231 candidates for the government examination. Divided according to grades, there were 2 A's, 28 B's, 78 C's, and 123 D's. For the M. P. Q. Examination there were 42 applicants at all these stations. More than thirty candidates from West Colchester enrolled at Truro station.

If the progress in common school work for the year can be adjudged by the results of the High School Examination, then indeed this district may be able to say that it has made wonderful strides. The results are in marked contrast to those of last year. Two schools, Oxford and Great Village, sending 35 candidates, did not have a complete failure; all received some grade, and 30 the grade applied for. Such are the reports from all the leading schools.

DISTRICT INSTITUTE.

This was held in the town of Parrsboro' during the first week of May. The usual interest was displayed, the attendance being over one hundred. An excellent report of all the sessions is to be found in the July number of the "Review," to which I beg leave to refer you. The next session is to be held at Acadia Mines.

I have the honor to be, sir, your obedient servant,

INGLIS C. CRAIG.

TO A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

APPENDIX C.

REPORT OF THE BOARD OF SCHOOL COMMISSIONERS

OF THE

CITY OF HALIFAX,

(YEAR ENDED JULY 31ST, 1896.)

(I.)

CHAIRMAN'S REPORT.

OFFICE OF SCHOOL COMMISSIONERS,

Halifax, N. S., December, 1896.

TO A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education, Province of Nova Scotia.

SIR,—I have the honor to submit, for the information of the Council of Public Instruction, the reports of the Supervisor of Schools and the Secretary of the Board.

EXPENDITURE.

The expenditure of the board received the most careful consideration, and the strictest economy was exercised throughout, up to the point of not impairing the efficiency of the school system. As the funds of the board are now provided for in the general assessment of the city, and as the actual and estimated cost of the schools approximate so closely, it is of great importance that prompt payment be made to the board, so that it shall not be obliged to borrow money to meet current expenses. As the city is frequently behind in its payments to the board, the result has been that the board has been compelled to pay large sums of interest on money which had to be borrowed to meet current expenses. Formerly the rate was six per cent. per annum, but last year arrangements were made with the Bank of British North America which resulted in a saving in the rate of one per cent.

The custom in the past has been for the city to pay over, at the end of each month, such sums as were collected. The Board thinking this unsatisfactory (especially as the city makes a provision for short collection in its annual assessment, which includes school rates, and

has the power to charge interest on all taxes overdue), application was made to the City Council to change the present system to twelve monthly payments of equal amounts, for the whole assessment of the year, which application being referred to a sub-committee was reported upon unfavourably. It will be advisable, therefore, to make application to the Legislature at its next meeting to insert a clause in the School Act, recognizing the Board's authority to continue the present system of providing funds during the interim.

SINKING FUND.

Since the beginning of our present school system the Board under legislative sanction has borrowed various amounts on account of Permanent Construction, for land, buildings and furniture, representing a bonded debt of \$262,100.

This expenditure in time will have to be replaced, as the life of buildings, whether of wood or stone, has only a limited permanency. In years to come the whole outlay will have to be renewed, either by additional borrowing or by a special fund to be provided for annually, and chargeable to yearly School Expenditure. Already the assets represented by real estate and personalty show a deficiency of \$18,600.

The Board should immediately create a Sinking Fund under two separate headings, first,—a special yearly amount, limited to a certain number of years, to provide for a deficiency that already exists, and secondly,—a permanent fund to provide for reconstruction of old buildings and for the replacing of worn out furniture. If this suggestion is acted upon promptly, the amount required yearly will not have to be large, but if delayed it will become a serious burden to the city of Halifax. I may remark that Halifax is the only school section in the Province needing some provision of this kind, and where it is not made.

BUILDINGS.

During the year an addition was made to the Le Marchant Street School, at a cost of \$2808.75 giving additional rooms with seating capacity for one hundred and fifty children. Extensive improvements were also made to the Albion St. and other schools.

I think that I am justified in reporting that all school buildings are now in good condition, special attention having been given to the interiors in making them not only comfortable and attractive to the pupils, but also a means of improving their morals and extending their refining influences.

The Laboratory in the County Academy is also undergoing changes which will be of great assistance to the students studying Chemistry and Physics—subjects which when learned experimentally form the basis of industrial progress.

COMPULSORY LAW.

During the past year the Board has endeavoured to apply the Compulsory Law honestly and impartially so that I am able to report a better daily attendance of pupils. While severe measures have had to be resorted to occasionally, it has only been in cases of wholly incorrigible truants, or very careless parents.

Last winter the Board with the assistance of the teachers and a number of citizens, provided clothing for poor children, thus relieving their distress and at the same time enabling them to attend school daily. The Board is deeply indebted to the Poor's Association for their help in distributing articles sent in. The efficient secretary, Mr. Neal, is giving a great deal of time and attention to this important work.

In connection with the Compulsory Law the Board has taken over the school at St. Patrick's Home as part of the system, and I hope to see in the next yearly report that the Industrial School will also be included under the same conditions.

In administering the law, I would suggest that the truant officer be clothed in uniform to distinguish him from the active police force. I am sure that every right thinking citizen will admit that truancy should be overcome, but in applying it to any particular case the appearance of crime on the part of a child should be removed as much as possible.

MANUAL TRAINING.

I am pleased to report increased interest in this very necessary department of our School System.

It is now conceded by all educationalists that Manual Training is very advantageous, especially to pupils who intend entering upon a mechanical career.

I think that the range of work in this branch should be extended so as to afford greater variety and more advanced work for the students of the High Schools.

COOKING.

For some time past many thoughtful citizens have been expressing a desire for something more practical than the present course of study affords for the girls attending our schools,—some training that would not interfere with their present studies, and yet be of more practical value in after life. Now, for girls, there are just two lines of manual labor, educative in their general effects, and of very great value in every station of life. These are sewing and cooking. I have, at various times, seen excellent exhibits of needlework in different schools, so that I have taken it for granted that no girl need leave our schools without a useful knowledge of that subject. I would recom

mend that at least as much attention be given to cooking, which is in some respects even more important. In the selection and preparation of food there is a large field for the exercise of economy and for the study of practical facts and hygienic principles which will be of the greatest value to the individual and to the state. Surely children should be called upon to learn in youth what they must practise throughout life if they would be healthy and thrifty. If, however, a school of cookery is to be established, care should be taken to confine the work to the simplest forms of scientific cooking, so that it may be equally adapted to the needs of all classes. By following the plan adopted in other cities not larger than Halifax, the Board will find it inexpensive and popular.

PHYSICAL EXERCISE.—CADET CORPS.

This year the Board made arrangements with Miss Holmstrom for a special class of instruction in Swedish gymnastics which have resulted very beneficially, many of the teachers having become competent to teach the children. I hope this department of work will be sustained by the Board so that before long gymnastics will be part of the daily drill in every department of our schools.

I am also pleased to report that during the year the formation of a Cadet Corps in the County Academy has been sanctioned by the Canadian Militia Department under provision of Militia Act.

Three companies have been enrolled and are now drilling under instruction provided by the Government. I trust this undertaking will receive the hearty support and co-operation of the Board and citizens generally.

The advantages arising are many. Boys receive healthful exercise which has a tendency to make them systematic, orderly and obedient.

I humbly request all parents to assist as much as possible by providing uniforms before next summer, so that the Cadet Corps will be able to take part in the celebration of the Anniversary of the sixtieth year of Her Majesty's reign.

The formation of the Cadet Corps would not have been possible had it not been for the munificent bequest of the late Dr. Cogswell, the interest of which has been placed to the credit of the Board for this laudable purpose.

ARBOR DAY.

On Arbor Day the usual programme was carried out, and teachers as well as children seemed to take more interest than ever.

STREET RAILWAY.

For some time past the Board has been negotiating with the Street Railway Co., for special rates for children going to and returning from school, and although no definite arrangement has been arrived

at, I am pleased to report that the Company has shown a desire to meet the Board's request.

COST OF SCHOOLS.

Last year a special committee was appointed to enquire into the cost of our school system, as compared with that of other cities in Canada and the United States. After exhaustive investigation, their report shows that the expenditure per capita is no larger in Halifax than in any other city of the same size.

I wish to express my appreciation of the valuable assistance rendered me by the members of the Board while occupying the position of Chairman.

It gives me much pleasure to testify to the untiring efforts of the Supervisor, Mr. Alexander McKay, who is most efficient in the discharge of his duties, also to the thoroughness of Mr. R. J. Wilson, the capable Secretary.

I have the honor to be,

Your obedient servant,

WM. J. STEWART,

Chairman.

(II.)

SUPERVISOR'S REPORT.

To the Chairman and Members of the Board of School Commissioners for the City of Halifax:

GENTLEMEN:—I herewith respectfully submit my Annual Report for the year ended July 31st, 1896.

SUMMARY OF STATISTICS, COMMON SCHOOLS.

[illegible]

From this table it will be seen that the number of enrolled pupils and the number of teachers have increased *pari passu* about 13 per cent., while the attendance has increased 26 per cent.,—a considerable improvement.

For the last five years the number of male teachers has remained the same, but during that period there has been an increase of sixteen female teachers.

The average attendance, as compared with the number enrolled, has increased from 60 to 67 per cent. On account of the improved attendance each teacher had last year an average of 38 pupils every day, as against 34 in the year 1891.

The cost per pupil in the Common Schools was \$12.45 in 1891; last year it was \$12.91—an increase of \$0.46. The average cost per pupil for the Academy in 1891 was \$47.96. In 1896 it was only \$30.27—a remarkable decrease.

In the number holding a Normal School diploma there has been a slight advance.

As compared with last year, the number of enrolled pupils increased 145, and the days' attendance 34694.

The provisions of the Compulsory Attendance Act were very judiciously applied during the past year, and, from all I can learn, its effects were most salutary. The result of keeping the older boys more regularly at school has been a very considerable decrease in the number of juvenile offenders in the police court for other offences than truancy. There is manifest throughout the city a growing desire to comply with the Act, as its objects are becoming better understood. On account of the mildness, but firmness and certainty of its administration, it commands the respect of careless parents, while it has ceased to give offense to those who do the best they can to have their children educated.

I wish again to call attention to the necessity for Parental Schools in Nova Scotia. From the reports of Inspectors at the last Provincial Educational Association, it was estimated that there were about 330 incorrigible truants in the whole province. Suppose we estimate only on one-half of that number. Does it not seem a very great evil that 165 young lads should be allowed to become criminals, when, with a little care and expense on the part of the State, the great majority of them would become useful citizens?

The province, as a whole, should be interested in the establishment of such schools, for their pupils would come from all parts. The conditions favoring truancy exist to a greater extent in the larger towns and particularly in the city of Halifax. This School Board should, therefore, take the lead in using its influence with the government on behalf of such schools. Their cost would not be as great as would at first appear. The expense of caring for the criminal classes

would, within a short time, be very considerably reduced. As illustrating this phase of the subject, I may refer to the present laudable effort to bring under one management the county and city prisons—an improvement rendered possible by the lessened number of prisoners. When other communities in our Dominion and neighboring countries are setting us such good examples in this direction, we are inexcusable if we still continue to allow our wayward but often clever boys to go to ruin from mere indifference on our part. An ounce of prevention is better than a pound of cure. Sending boys whose only offense is truancy, and that often the fault of others, to consort with criminals, is not the ideal way of winning such boys to lives of usefulness.

COMMON SCHOOL STUDIES.

Estimating roughly, of the 1200 pupils who enter the schools in grade I each year, 1000 reach grade IV, 500 reach grade VI, and only 200 enter the High Schools. Of the 700 or 800 who leave every year from the four higher school grades, about 500 leave school permanently, and, with no further education, begin the struggle for existence. It is evident, then, that in framing a course of study the interests of the 500 should not be neglected. It is commonly taken for granted that the three R's, so called, form the best basis of an education that leads to success in life. Assuming, for the time being, that this is correct, what attention is given in our schools to these fundamental studies, and with what success? As to the time devoted to them, I find that on an average it is about 17 hours per week, or about two-thirds of the time spent in school. Of the other subjects, gymnastics and recesses take less than one hour a week, tonic sol-fa less than one hour, nature lessons about one hour, composition one hour and forty minutes, geography one hour and twenty minutes, history the same, and drawing one hour. But it must be remembered that in the four primary grades seven-eighths of the whole time are devoted to the three R's. Thus it would appear that the attention given to them is so great that it should satisfy every reasonable person that they are not neglected.

Now as to the results. If I should say that they were very satisfactory, I might be supposed to be biassed. We hear frequent complaints about bad writing, incorrect spelling, monotonous reading and inability to figure rapidly. Those who make the complaints forget to make allowance for the immaturity of the pupils. They take their own present attainments as the standard for comparison. In writing, they very absurdly expect a finished and characteristic business hand from children just entering their teens; yet these children may have written copy books like copper-plate. Men who could not themselves spell words of any difficulty outside of ordinary business correspondence, will complain of children who are in the main good spellers but who miss some words of not very frequent occurrence in their readers. The schools are very often blamed unjustly when their young graduates are unable to solve a problem quickly by some short method or make out a bill in some particular form. Yet such pupils may have been admirably trained in arithmetic and be able to solve

difficult problems. All they want to make them superior to their critics is a little practice in the new conditions. If, then, such criticisms are practically worthless, how are we to arrive at correct conclusions as to the general character of the work done in our schools? The general testimony of commissioners and parents is a fairly good indication, that in the great majority of our schools the work is very good, and, in quite a number, that it is superior from every point of view.

But there is another test as to the general character of the work, which is much more reliable, and that is the results of the provincial examinations. If the pupils of the common schools were not well grounded, it would be impossible for such as enter our high schools to pass the difficult and searching tests instituted by the Education Department. In July 49 students of the Academy received grade B diplomas, 80 grade C, and 81 grade D. Of those from St. Patrick's Girls' High School, four—all who applied for B—succeeded, while over fifty per cent. of the C's and D's were successful. From St. Patrick's Boys' High School also quite a number of the lower grades were taken. Such a record as this is one of which we are proud, for it shows not only that the High Schools are doing superior work, but also that they are supplied from the lower schools with pupils well grounded in all that is tested by the government examinations. There are, however, two or three subjects not properly covered by these examinations. Of these reading is one. It may be inferred from the results that the pupils are able to understand what they read, but the examinations do nothing to promote fluency, proper emphasis, correct expression, and other graces which are required to make what is usually understood by good reading.

The temptation to slight subjects not included in the examinations has been very great on account of the amount of time required for subjects which go to swell the aggregate of marks. On this account the reading in our schools is not as good as it should be. For the same reason it has been found difficult to obtain for some other subjects, such as gymnastics, hygiene, practical science work, and literature, the consideration which they deserve. The evil will be partly corrected, so far as reading is concerned, by a new regulation of the education department, requiring every principal to certify that his pupils are fairly good readers before they are allowed the entrance examinations to the Academy.

I think I have shown that our schools are not seriously wanting in their conformity to the demands of modern culture. But I believe that the popular demand, that would make proficiency in the three R's to be the end of elementary education, is wrong. To enable the pupil to meet the hopes of life without hurt, to discharge its duties with success, and to leave with a calm trust a world made better by his having been in it, it is desirable in the first place that his physical nature should be well and generously built up. To this end gymnastics, out-door games, and out-door studies should be encouraged. Intelligent obedience to the laws of health should be made a habit. This implies the study of hygiene and sanitation suited to the various grades.

Again, his mind must be disciplined and nourished by interesting and valuable thoughts—mental food—material suited to the various stages of development. The mind must receive its material for thought through the senses. These therefore require special cultivation. Now what are the studies best suited for these purposes? Unquestionably, nature studies. Properly pursued they develop the powers of observation, supply thought food, cultivate the inductive powers of reasoning, and enable the pupil by knowing his environment to have some control over it.

Again, muscular activities must be taken into account. The development of brain-power is somewhat dependent upon muscular development. The intelligent mind and the skilled hand have a favorable reaction upon each other. Hence the necessity for manual training which also has the great advantage that to the great majority it is a preparation for some of the active duties of life.

And lastly, we must have character building. This calls for the skilful use of the world's great literatures, which can be found well adapted to all ages and all grades of advancement.

But where then do the three R's come in? Let us suppose that after careful preparation the teacher gives a most interesting lesson on some plant specimens which have been collected and examined by the pupils. As the lesson progresses an outline of it with illustrative drawings appears on the blackboard. Shortly afterwards the pupils are asked to tell the story as they recollect it. They are learning the use of words. They write the story, and so learn to write and spell, and do so well, because they are interested. They read their little compositions and so learn to read with natural intonations.

Or suppose there is a lesson on lime, its composition and uses. And the pupils are asked to calculate the cost of plastering the walls of the school room at so much a square yard. Are they not learning arithmetic in a practical way? The theory then is that thought studies—subjects valuable for their content—should form the framework of the course of study, and that subjects useful as instruments should be taught incidentally by using them as instruments. The realization of the main purpose of the school must depend chiefly upon the teaching of those branches that are by their nature of interest to the pupil. Unless his interest be secured there can be no mental assimilation and growth. The rapidity of his progress is proportional to the amount of interest developed. Thought subjects properly presented are necessary to create interest. The old curriculum, or even the present curriculum, as it is too often presented, is remarkably barren of thought food suited to the majority of our younger pupils. To quote from Professor McMurry:—

“Our school curriculum, especially that for the first few years, suffers remarkably from a dearth of thought. There is nothing inspiring about it. Reading, writing, spelling and number were not made the chief studies because they contained interesting ideas, but because they are branches which

have a great practical utility. They tend rather to deaden than to enliven mental activity, and bear little relation to character-building ; for these reasons they cannot be regarded as the most important studies."

Some of our best teachers are trying to carry out these principles, while others equally good in some respects, make discipline their chief care. The latter plan implies a narrow drill ; the former a more generous culture.

It is the business of education to prepare the child to become a good citizen. In the opinion of many people this is best done by training him as soon as possible in the direction of his future occupation. In a mercantile community very great stress is laid upon penmanship and book-keeping. Among intelligent farmers, agricultural chemistry is looked upon with much favor. In the opinion of others, however, all children should receive a broad and general education first,—an education which looks altogether to the training of the physical and mental faculties by means of special subjects which they conceive to be admirably adapted for that purpose, such as grammar, geometry and classics. After this disciplinary culture they would have their pupils receive a special preparation for life's work in technical schools. Now the utility course leads to narrowness—a narrowness that is not conscious of its own limitations. The disciplinary course is impossible of general application, and is not the best even for those who can secure it. Here, as in so many other cases, the middle course is the safest as well as the best. Prior to the recent industrial changes in society, practical and disciplinary education went together to a greater extent than now and the result was a better general development. If a boy defers all training that leads directly to his future career until he has finished his academic and college course he is then too old to adapt himself readily to the routine of industrial pursuits.

Taking society as we find it, the ideal school system would found its course of study on subjects rich in thought, bodily activities and interest, subjects which form the ground work of or even the first lessons in the future occupations of the majority of pupils.

Language—the vernacular, would be such a subject, for what contributes more to one's success in life than the ability to express one's thoughts readily and clearly. Natural Science would be another such subject—training the powers of observation and the senses through which we obtain the stuff of which knowledge is made.

Then comes Manual Training. In learning the use of tools the skill gained would be of use in almost every pursuit of life from the most ordinary mechanical occupations to the most delicate surgical operations. A knowledge of sewing and cooking would increase the usefulness of one-half of our citizens and the comfort of all.

And lastly comes Literature, the condensed wisdom gained from all past experience.

The child's direct preparation for his future vocation should begin about the age of ten, while his general preparation for life should continue to the end of his school career, which, in these circumstances, it would be safe and wise to extend as much as possible.

I have dwelt more fully than I otherwise would have done upon these fundamental ideas of the science of education, because in them I find the reasons why some of the recommendations which I make should be carried out.

PHYSICAL EDUCATION.

I am more convinced than ever that for the schools in general Swedish gymnastics are the best suited to our conditions—the best calculated to build up the muscular system, increase the blood circulation, secure attention and develop orderly habits. I am pleased to be able to report that quite a number of our teachers have so far mastered the subject as to be able to use it successfully in their classrooms. One of its advantages is that but little apparatus is required, and there is therefore no expense except for the training of the teachers.

Instead of gymnastics the boys of the higher grades are expected to take military drill, which affords a pleasing variety in the physical education. Two companies of cadets have been formed in the Academy. While they are with the drill instructor the girls are engaged with their Swedish drill.

The teachers of the primary grades should be required at the end of the first hour of each school day to devote ten minutes to Ling gymnastics and marching, and to divide each of the other two sessions by a five minutes drill. For the other grades one drill of ten or fifteen minutes at the end of the first hour would be sufficient. While the pupils are drilling the windows should be open. No teacher should be allowed to neglect this part of the day's programme.

NATURE LESSONS.

Every teacher should be required to give, every week, two well-prepared nature lessons. The lessons should be such that for a majority of them there would be some natural objects to be examined by the pupils individually. The lessons should be invariably followed by a short spoken description from a few of the pupils, and a written composition from all. This composition should be corrected and re-written if not sufficiently well done at first. Drawings of the objects should be required from the higher grades as often as practicable. Every teacher should be required to have a collection of specimens—increasing in number from year to year. I would recommend that at every public examination a nature lesson, to be selected from a list of ten subjects, be a part of the programme.

MANUAL TRAINING.

The manual training lessons of the first year of the course might be completed by the boys of the eighth grade. A more difficult

set of exercises, including the use of the turning lathe, might be devised for the second year's work. These exercises would be suitable for the boys of the Academy and of St. Patrick's Boys' High School. The most of the work accomplished at present is very satisfactory, but it does not go far enough. The teachers of the common schools might be expected to encourage manual work to be done by the boys at their homes.

When Inspector Creighton was Principal of Morris Street school he did much in this way to develop the mechanical ingenuity of some of his boys. From encouragement of this kind, boys sometimes discover that they have natural aptitudes which fit them to fill useful places in the industrial world.

Miss Theakston, the Principal of LeMarchant Street school, and one of our best teachers, has done much on a small scale to train her boys to the skilful use of the knife—a system of home-made Sloyd.

Sewing is well and systematically taught in several departments. While some teachers complain that their pupils are never supplied with material, there are other teachers whose pupils always seem to have all that is needed. They are taught the various stitches, after which they put their knowledge to practice in the making of useful garments. Miss Sullivan of Morris Street school, and Miss Agnes Hamilton of Richmond school, and all the Sisters of Charity, may be mentioned as being particularly faithful and successful in teaching sewing. There is system and method in all they do.

After having the pupils devote several years to manual training in the form of sewing, it would be an advantage to them if cooking were introduced in the seventh grade. That would accommodate the the large number that leave school from that grade. The eighth grade would then be left free to prepare for the High School.

At every public examination there should be specimens of the pupil's handiwork on exhibition. Every kind of school work requires the stimulus either of an examination or an exhibition.

SCHOOL LIBRARIES.

During the last year considerable progress has been made by several schools in raising funds for school libraries. Albro St. school, Alexandra, Richmond, Bloomfield and LeMarchant St. schools have shown commendable activity in this direction. The School Board has done its part in granting book-cases where needed. I would recommend that application be made by this Board to the Government for a grant to those schools which fulfil certain conditions laid down by the regulations. The amount of the government grant might be expended in standard reference books bearing directly upon the science and art studies of the pupils.

Let me here quote the opinions of some school principals, who speak from experience on the subject. One says: "The library continues to be largely taken advantage of, and its influence cannot be

over-estimated." Another says: "The school library is much appreciated" And yet another: "I have to emphasize its value as an educational adjunct." Here are some of the advantages claimed for a school library:

1. It encourages the reading habit.
2. It increases a knowledge of useful facts.
3. It supplies the pupil with information which the teacher can utilize in his teaching.
4. It makes the pupil familiar with words, improves his spelling, and improves him in composition.
5. It makes him appreciative of good literature.
6. By keeping the pupil occupied with noble thoughts it lessens the opportunities for vice.
7. It enables the teacher to accustom his pupils to scientific methods of investigating historical questions.
8. It gives the pupil the habit of utilizing books as instruments of self-culture—a habit which is apt to remain with him throughout life. And what habit can be more useful? For the great mass of those who leave school early, drop their books and their school work together. But the boy who has learned to love the books of the school library will be much more likely to utilize his leisure moments in adding to his store of knowledge.
9. A good library, well used, adds to the pupil's capability of receiving the most refined pleasure from the world's great literary artists.

Surely, then, we should all unite in doing what we can to encourage the teachers and pupils in forming in every school fair libraries of well-selected books. To some extent the city library might be made to supplement the work of the school libraries. This is done in Boston by giving to every teacher a card allowing her to withdraw six books at a time, to be kept four weeks for the use of her pupils. These books are to be used as collateral reading from which pupils may gather information upon subjects of study in the class.

Last year I called attention to the need for Supplementary School Readers. Two or three of the teachers have done something for their own pupils, to prevent the monotony of reading and re-reading the same text-books until they lost all interest.

DECORATION OF SCHOOL ROOMS.

During the last two years much has been done by the Board in making the school rooms clean, comfortable, and attractive. Many of them are fairly well provided with the necessary apparatus, and with cases for collections and books. Much has also been done by several teachers in decorating their rooms. The Sisters of Charity deserve special mention in this respect. Their blackboards are usually covered with well-executed drawings in colors, and their windows with beautiful plants. Several other teachers also have the walls of their rooms covered with pretty pictures, often nicely framed. There is no reason why this should not be done by every teacher, for good prints are cheap, and the children, if appealed to, would be able to supply much that would be desirable.

I can scarcely exaggerate the importance of this subject. An artistically decorated school-room is an esthetic education of great value. Dr. Osterberg gives the following pleasing description of the American schools which he visited :

“The schools which I visited made a very pleasing impression by their airy and light architecture. This impression was not lessened after having inspected the interior of the buildings. Statues and mural tablets decorated the corridors, stairways, and study halls. When visiting an American school-room, decorated with mural tablets, photographs, large charts, wall pictures, and book cases, I found myself desiring to become a student. According to my idea, these pleasant surroundings must produce a very beneficial influence upon the schoolboy. It may be said that he becomes so used to these pictures, etc., that they no longer attract his attention. But why then do we decorate our homes and endeavor to give them a cozy appearance? The artistic impression produced upon the mind and soul of the children at school and at home by these externals is by no means insignificant.”

I hope that before the end of another year every school-room may be able to report the addition of one or two portraits of some of our distinguished Canadians, and one or two re-productions of master artists.

PENSIONS FOR TEACHERS.

If the pensioning of teachers worn out by long service is a sound policy, and I believe it is, then the time has come when it should be acted on in the city of Halifax. Within the next ten years some of our best teachers will have to retire. We have 25 teachers who have been in the service over 20 years, 15 of these over 25 years, and 5 over 30 years.

Many of these having had relations dependent on them, and from other causes, were unable to lay by enough from their salaries to keep them in old age. With such a prospect before them they have nothing but a sense of duty to sustain them in their trying and severe labors. It is no wonder that many of our best high school and college graduates never enter a profession which would leave them heartlessly stranded after years of faithful labor. Or if they do enter it is no wonder that they leave it on the first opportunity. Thus both talents and experience are lost to the teaching profession. Even those who remain are rendered less useful by their anxiety for the future. Instead of being enervated and harassed by fear and misgivings for the future, they should be enabled to give themselves unreservedly to their lofty but difficult duties. In Germany, where they have the best system of education in the world, the teacher, like every other government official, has permanent employment and a recognized social position. When he is unable to continue his work the state provides for him, and after his death it provides for his family. Although no pensions are provided for our aged teachers yet public sympathy will not allow them to be cast out, even when their efficiency begins to be seriously impaired. Therefore it would be for the benefit of the public that the teacher should be pensioned. In order to get their pensions the teachers themselves are willing to be taxed, and only ask that some central authority take upon itself the control and disbursement of the fund.

On this question the Superintendent of the Boston schools remarks:—

“Men and women who have spent the prime and strength of their lives in the public service have claims to consideration which only the most barbarous could deny; and yet, as things are now managed, it is often impossible to regard these claims without sacrificing the best interests of the children in the schools. The problem is to devise some practical method whereby teachers, who have passed their prime, shall receive all merited consideration for long and faithful service, without at the same time impairing the efficiency of the schools.

The argument for the pension system does not rest alone or chiefly on the claims that long-trying and faithful servants have so considerate and merciful treatment, strong as these claims may be; it rests chiefly on the interest which the public has in securing the highest character and efficiency in the public school service. Probably the school committee could do nothing which would more enhance the dignity, the attractiveness, and the efficiency of the public school service in this city than to put in operation a good system for the gradual retirement and pensioning of teachers.

Why should not the management of the public school service be as wise as that of the best colleges, and the most successful private corporations? The professor *emeritus* is paid a salary (a reduced salary, perhaps), more in consideration of his past than of his present service. Would it not be a wise policy to encourage teachers with the prospect of a like dignified and honorable retirement after long and faithful service? Would not the schools be enough better managed and taught to make it in the long run an economical policy? The difficulties in the way of beneficial action in this matter do not seem insurmountable—would probably sink into insignificance in presence of a hearty determination to overcome them.”

I find that in Chicago and Detroit provision is made for the pensioning of retired teachers. In many other cities there are Teacher's Mutual Benefit Associations. In the State of New York there is a law which allows any section to impose a tax for pensions. In nearly all European countries provision is made for aged teachers and for their families. Quebec also has its pension laws for teachers.

I would therefore recommend that a committee of this Board be appointed to consider this subject, and formulate a scheme for the introduction of a compulsory self-supporting system of pensioning city teachers.

The benefits to be derived from the adoption of such a scheme would be:—

1. A better class of teachers. A medical certificate of health, and a professional training would be required of every one before appointment.

2. Teaching would become a life profession, and the teachers would therefore devote themselves wholly to it, having no other care. Much better work would be done.

3. After a teacher's usefulness was gone she would be retired and a capable teacher would be put in her place, so that the public interest would not be allowed to suffer from an almost excusable sympathy.

All of which is respectfully submitted,

A. MCKAY, *Supervisor.*

HALIFAX, *January, 1897.*

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

(I.)

HALIFAX INSTITUTION FOR THE DEAF AND DUMB, 1896.

TO A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DEAR SIR,—The total attendance for the year ending December, 1896, has been ninety, fifty-four boys and thirty-six girls. Of these seven come from Newfoundland, four from P. E. Island, and seventy-nine from Nova Scotia.

The work of the schoolroom is going on satisfactorily, and good results in language and subjects are being accomplished. The teachers have one and all been striving zealously for the progress, comfort and happiness of the pupils, who, on their part, have been well-behaved and diligent in their studies. Though the general health of the pupils has been exceedingly good, I regret to have to report the deaths of two little girls, one in October of diphtheria, and the other in December last of an internal organic trouble. Both children were favorites and were greatly missed and deplored by teachers and schoolmates alike.

Miss O'Brien, the matron, and Mrs. Johnson, the assistant matron, have given every satisfaction in the domestic department, and by their affectionate motherly ways have endeared themselves to the children. A class in cookery for the girls has been started, and encouraging interest and success have already been manifested. The girls are also being taught sewing, knitting and fancy work. All the pupils receive exercises four times a week in physical drill by Sergeant-Major Long, and have been benefited greatly in health and general appearance thereby. The comfort and convenience afforded by the new building as compared with the old cannot be estimated.

Yours respectfully,

JAMES FEARON,
Principal.

(II.)

HALIFAX SCHOOL FOR THE BLIND, 1896.

TWENTY-SIXTH ANNUAL REPORT OF THE BOARD OF MANAGERS.

The Board of Managers have much pleasure in submitting to the members of the Corporation, the Governments and Legislatures interested, and to the friends of the Blind, the twenty-sixth annual report of the school, and in doing so they desire to express their gratitude to Almighty God for the many blessings the school is now enjoying, and for the encouragement they have received during the past year in the efforts they have made to promote the welfare of those who are deprived of sight.

The report of the Superintendent, which deals in detail with the entire work of the school, gives a clear idea of the educational facilities now within reach of the blind of the Maritime Provinces and Newfoundland, and so far as the funds at command will allow, your board is endeavoring to yearly improve these facilities, so that the graduates may be the better prepared to take their places in the world. It must be remembered that those who are trained in the school have always to meet the competition of persons blest with sight, and that the only way to ensure the success of the music teacher or piano-forte tuner, who is blind, is to give him the best training possible, and thus enable him to claim and merit a share of patronage.

Through the benevolence of the late William Murdock, Sir William Young, John P. Mott and others, we have been enabled to raise the standard of efficiency in each of our educational departments, and while much yet remains to be accomplished, we feel that the members of the association and the friends of the blind may congratulate themselves upon the position which the school has attained, and upon the solid character of the work that is being done. The institution has been very fortunate in securing as teachers thoroughly educated and zealous men and women, and your board has pleasure in expressing its entire satisfaction with the work they are accomplishing, and its acknowledgment of the untiring devotion to duty evinced by the members of the teaching staff.

The domestic department of the school is one that requires constant and careful supervision, in order that it may be carried on efficiently and economically, that the household, comprising one hundred persons in all, may be comfortably lodged and fed. The duties of our matron, Mrs. Dudley, and our steward, Mr. G. N. Towell, have greatly increased during the past year, and it was found necessary to appoint an assistant matron to take special charge of the clothing of the pupils, and otherwise look after the cleanliness of the younger children. Mrs. Dudley, the bright and energetic matron, and Miss Jost, her assistant, are busy from morn till eve looking after the comfort and well-being of the pupils, while our efficient steward, Mr.

Towell, who is the right man in the right place, superintends the work of the kitchen, dining-rooms, laundry and furnace-room, as well as looking after the improvements on the school grounds. The fact that there is so little sickness among the pupils testifies to the care and attention which they constantly receive.

The number of pupils from Nova Scotia attending the school shows a comparatively small increase over that of last year, but a very large increase as compared with the number in attendance two years since. The respective attendance being as follows:—1894, twenty-eight pupils; 1895, forty-one pupils; 1896, forty-seven pupils. The increase from 1894 to 1895 was mainly due to the fact that the Act respecting the education of the blind in Nova Scotia was changed so as to allow us to admit pupils between six and ten years of age. It will be noted that the increase between 1895 and 1896 is less than one-half of that in the previous year. Statistics respecting the blind as a rule are very unreliable, but we feel confident that a large percentage of the youthful blind of this province are now receiving an education, and for this we are deeply grateful to the legislature of Nova Scotia, which, by its statutory provisions, has enabled us to do so much for the training of those deprived of sight.

The legislature of New Brunswick during its last session, amended the Act relating to the blind so as to allow us to receive little children between the ages of six and ten years, and of the twelve new pupils from that province nine have been admitted this year as a result of this amendment. The following shows the attendance of New Brunswick pupils for the past two years:—1894, 12; 1895, 17; 1896, 25. We do not anticipate that the numbers in attendance from New Brunswick will continue to increase in the same ratio, but as yet the percentage of blind youth from New Brunswick receiving an education has not reached its natural limit. Your board feel deeply indebted to the government and legislature of New Brunswick for the liberal manner in which they have provided for the education of the blind, and believe their action will be indorsed by the broad-minded men and women of that province. Five pupils are in attendance from the island of Prince Edward, an increase of one over the previous year, and it affords us pleasure to state that the government of the island will, at the next session of the legislature, introduce an Act making education in this institution free to the blind of that province. This recognition of the educational rights of those who are deprived of sight will be a credit to the legislators and people of Prince Edward Island, and a blessing to the youthful blind of that province. Nine pupils are in attendance from the province of Newfoundland, being an increase of one as compared with the attendance in 1895. The government and legislature of Newfoundland have had to retrench in many directions in order to make the revenue meet expenditure, but to their credit it may be said that no diminution has been made in the grant for the education of their blind in this school, and it may be reasonably hoped that with increasing revenue at their command provision will be made for increasing the number of Newfoundland pupils sent to the school.

Shortly after the last annual meeting your board took active measures to provide the additional accommodation so urgently required. A deputation of the managers waited upon the Executive Council of Nova Scotia and presented the claims of the school, and urged the government to recommend a grant towards the proposed new building. Under date of February 19th, we received a minute in council to the effect that a special appropriation of six thousand dollars for the purpose named would be recommended to the legislature at its next session. This sum having been assured, and having been further supplemented by subscriptions to the amount of four thousand dollars, the services of architect J. C. Dumaresq were engaged to draw up plans and specifications of the new wing, and alterations in the main building. Tenders were then called for. The contract was awarded to Mr. S. Marshall, whose work in erecting the east wing had proved so satisfactory. The contract for supplying the hot water heating apparatus was awarded to McDonald & Co. The building was commenced in the early part of April, and, notwithstanding the wet season, has been pushed to its present state of completion with commendable energy, and will be ready for occupation within a few weeks.

The building is in every way adapted for the purpose for which it has been erected, and, taken in conjunction with the alterations to the main building, which have been carried out, will materially add to the comfort and convenience of the establishment, as well as greatly improve the appearance of the institution. The building is a fitting memorial to mark the completion of the first quarter of a century's work in educating the blind in these provinces, and serves to show how the school has in twenty-five years grown from its modest beginning of four pupils to its present satisfactory state.

The gratifying response which has been made to our appeal for assistance has in a great measure relieved your board from the anxiety which is naturally entailed by the erection of a building, the cost of which will not be less than twenty-two thousand, five hundred dollars. Of this amount we have assured, including the appropriation from the Nova Scotia government, \$19,282.16, and we trust that friends will be found who will subscribe the balance required. The board of managers desire to express their gratitude to those who have so generously aided them in this undertaking, and trust that the benefactors and friends who have thus rallied around the school will find their reward in the satisfaction of knowing that they have helped forward a truly noble work, and an institution which is not only a blessing to the blind but a source of pride to the people of the provinces from which the pupils are drawn.

The great advance made during the past year, and the satisfactory financial statement connected therewith, are largely due to the administrative abilities and the untiring zeal of the Superintendent, Mr. C. F. Fraser.

The treasurer's statement herewith submitted shows the receipts on current account to have been \$12,825.73, and the expenses \$12,708.59, leaving a small balance in the bank to the credit of the school.

In addition to the donations elsewhere acknowledged, your board gratefully acknowledge the receipt of \$200 from the estate of the late Mrs. Keith of Halifax, \$50 from the late Mons. Carmody, and a further sum of \$3,530.77 from the estate of the late John P. Mott.

The thanks of the board of managers are hereby tendered Drs. Lindsay, Dodge, Kirkpatrick and Cogswell for their kindly attention to the pupils, and to the railways, steamships, and coach proprietors for the privileges granted to our pupils.

All of which is respectfully submitted.

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind :

GENTLEMEN :—

The table of attendance herewith submitted shows that 25 blind persons have been under instruction during the past year, 63 of whom were males, and 32 females. 9 of these have since graduated or left the school, making the total number in attendance Dec. 1st, 1896, 86; of whom 56 are males, and 30 females. Of these 47 are from the province of Nova Scotia, 25 from New Brunswick, 5 from Prince Edward Island, and 9 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1895.....	49	20	1	70
Entered during the year.....	13	12	0	25
Graduated or remained at home.....	6	2	1	9
Registered Dec. 1st, 1896.....	56	30	0	86

LITERARY DEPARTMENT.

The importance of a good education to one who is deprived of sight can never be too clearly impressed upon the public mind. To those who have given the matter a few moments serious consideration, it is at once apparent that the physical disability of blindness is accentuated to a marked degree when the mind of the person deprived of sight is untrained and unenlightened. Our best efforts to prepare our pupils for leading active and useful lives would be fruitless were it not for the thorough and systematic training they receive in the school-room, and indeed the fact that so many of our graduates follow occupations, other than those in which the institution affords special training, proves that, given a good education, the limitations of a blind person are only individual, and, therefore, that it is our privilege as well as our duty to give each pupil the broadest and most effective educational training that he is capable of receiving.

In reviewing the work of the past year, several changes may be noted: the increase in the Kindergarten department of from 12 to 25

pupils has made it necessary to sub-divide it and arrange for the assistant teacher, Miss Howe, to devote additional time to the work. In this way Miss Fletcher, who has charge of the department, has been enabled to divide her time between the new pupils and those who entered during the previous year. Miss Fletcher's success as an enthusiastic Kindergartener, and Miss Howe's love of her work, have made the school-room a delight to their pupils, and a broad and permanent foundation is being laid for the education of each child in this department. Froebel aimed at developing the senses by means of personal observation, and he conceived the idea of cultivating the judgment by comparative analogy. The charm of his system lies in its attractiveness to children, and in its universal adaptability. Had he spent a life-time as a teacher in a school for the blind, he could not possibly have devised a system which would have proved more suitable for the training of little blind children. Dependent as the after success of these children is upon strong bodies, bright intellects, and keen senses, it is certain that no system of education, saving that of Froebel,—could produce results so pleasing alike to teacher and pupil, and so full of hopeful promise for the future.

The regular school work of the pupils from eleven years of age and upwards, has been carried on with zeal and thoroughness. Since the opening of the present term it was found impracticable to grade the pupils satisfactorily without employing a portion of the time of an additional teacher, and the school was fortunate in securing the services of Miss Cumming, a graduate of Dalhousie College. Miss Cumming has shown an intelligent interest in her work, and, with more experience, bids fair to become a most valuable addition to our teaching staff. Miss Frame, our earnest, painstaking and ambitious teacher, lives in the lives of her pupils, and, morally speaking, her influence like that of gravitation is ever working quietly, strongly, and irresistibly. Mr. Hussy's success demonstrates that a good student makes the best teacher, and year by year he climbs to higher educational heights, and by example teaches his pupils not to be content with the dull level of mediocrity.

The teachers of the school in every way merit the confidence of the pupils, and it is with the most sincere pleasure that I give expression to my own satisfaction with the work that is being accomplished, and my heartfelt appreciation of the teaching staff of our literary department. During the past year special attention has been given to the preparation of our pupils for business life, and several of the young men have received instruction in Commercial Arithmetic, Book-keeping, etc. A member of this class, Willard Smith of St. Stephen, N. B., graduated from the school last June, and is about opening a grocery store in his own locality.

The study of French and German, under the tuition of Prof. Lanos, has been carried on throughout the year with excellent results. In addition to his regular classes, Prof. Lanos, by his own request, has been teaching French to the pupils in the Kindergarten department, and the ease with which they have acquired the pronunciation of the

language, and the facility with which they express and translate short sentences, makes me more than ever hopeful that, with careful training, our graduates may find remunerative employment as teachers of languages.

MUSICAL DEPARTMENT.

The question is frequently asked how blind persons can teach music to children with sight. The doubt as to the ability of the blind teacher is not with regard to his knowledge of touch, time, or expression, but rather as to his conception of the printed music which he can neither see nor feel. It may seem inconceivable that a blind music teacher can take a child from her first music lesson and teach her to recognize by sight the notes and other signs on the printed page before her, and yet this is constantly being done by our graduates. The secret of their success lies in the training which gives them an accurate knowledge of how music is printed, and as they commit to memory the exercises, studies, or pieces which they purpose teaching, they can direct the pupil not only successfully, but with absolute certainty. Some years since one of our graduates taught her little brother to correctly write out and perform difficult arithmetical problems, and another taught his little brother, four years of age, to read from an ordinary ink print primer. It is, therefore, evident that however useful sight may be, it is not an absolute essential to a well-trained instructor. Those who have received musical instruction from our graduates have frequently expressed to me their appreciation of the thoroughness and skill of their teachers, and it is gratifying to note that the musical department has grown steadily with the growth of the school, and that the success of the graduates is a constant inspiration to the pupils who are now receiving training. Mr. A. M. Chisholm, our musical director, has discharged his duties as heretofore in a thoroughly satisfactory manner. The performances of his pupils, individually or collectively, being the best testimony to his skill as an instructor. Owing to the increased number of pupils now being given a musical education, Mr. H. B. Campbell, who graduated from the school last June, has been engaged as a music teacher, and is proving by his work that he is in every way a competent and desirable assistant. Mr. Jacob Wilson of St. John, N. B., who graduated with Mr. Campbell, is now endeavoring to establish himself as a music teacher in our sister city.

Miss Owen's faithful work in reading music to the pupils, and in teaching them the Brail musical notation, and the musical notation used by those with sight, well deserves a word of praise. Realizing the importance of giving our pupils as broad a musical education as possible, arrangements have been made with Herr Doering and Prof. Siebeltz to instruct small classes in cello and violin playing, and this new departure, so in accord with the spirit of the times, has been greatly appreciated by the pupils. Of those receiving instruction in music 45 are studying the piano-forte, 7 the cabinet organ, 1 the pipe organ, 2 the cello, 4 the violin, 15 brass and reed instruments, 52 vocal music, 19 Brail musical notation and musical notation for those with sight, and 8 harmony and composition.

The Tuning department has for the past few months been seriously crippled, owing to the lack of accommodation, but I hope that within a few weeks this department will be in full running order, and that Mr. Reid, the efficient tuning master, will, with increased facilities, secure even better results than those hitherto accomplished.

TECHNICAL DEPARTMENT.

In the Technical training of our pupils, we have followed the lines which experience has proved to be the most advantageous to those who are deprived of sight. The lines include such handicrafts as willow basket-making, brush-making, and the cane seating of chairs. The majority of handicrafts have been so revolutionized by the use of machinery that they are no longer remunerative without it, and hence the field of occupation for the blind has been restricted to such trades as do not require horse, steam or electric power. An industrious blind person, who has average mechanical ability, and who has received a thorough training in our work-shops, can earn from \$250 to \$300 per annum; but few of our graduates are satisfied to remain so continuously at their work-benches, and hence many of them branch out for themselves into other occupations for which they have a special aptitude. I will here give an example which will illustrate this tendency.

William Porter of Falmouth, N. S., entered the workshops of the institution in November, 1878, and after remaining with us for one year, he graduated as a brush-maker, and returned to his home in Falmouth. For some years he worked steadily at his trade and did well, but finding he could employ labor to advantage in cutting out and finishing his brush blocks, backs, handles, etc., he did so, and greatly increased the output of his factory. At a later period he introduced machinery for cutting laths and shingles, for the operation of which he employed additional hands. Mr. Porter now directs the operations of his mill and factory, attends to all purchases and sales, and, when necessary, drives for miles alone when his business calls him from home. Mr. Porter frankly admits that previous to entering the school he believed that he was destined to live a helpless, dependent life, whereas, since leaving the institution his time and thoughts have been fully occupied, his energies have been stimulated, and his life has been one of contentment and happiness.

Mr. D. A. Baird, our painstaking teacher, devotes his full time to giving instruction to the pupils, and the baskets and other articles manufactured in the workshop are the best evidence of his skill and competency.

Mr. L. A. Fletcher of DeBert, N. S., after having taken the full course of training left the institution in June last, and received a certificate as a first-class basket maker. Mr. Fletcher proposes growing his willow at home, and by so doing hopes to realize a good return upon his sales.

Mr. S. J. Harivel, the energetic teacher of light electrical work, is an enthusiastic believer in this new occupation for the blind, and is

doing his best to demonstrate the accuracy of his belief. The fact Mr. Harivel has himself practically tested the suitability of the occupation for those who are deprived of sight, and has proved beyond a doubt that a fair livelihood can be realized thereby, has induced us to give our pupils the benefit of his experience and training in the hope that it may be advantageous to them, and prove a new source of profitable occupation.

The instruction of our girls in sewing, knitting, and the use of the sewing machine has been zealously carried on by their teacher, Mrs. Dudley, and each girl looks forward with eagerness to the time when she will complete the full and comprehensive course of work laid down, knowing that the skillful use of the needle or needles will prove to her a source of profit and pleasure.

GENERAL.

From time to time I have had the pleasure of reporting the gratifying results of operations performed upon the pupils by our Ophthalmic surgeon, Dr. S. Dodge, and again it is satisfactory to report that one pupil has so far recovered her sight as to be able to attend the public schools, and that the sight of two others has been very materially improved. The services of Dr. Dodge are given to the school without remuneration, but I feel that the interest he has taken in the pupils, and his evident desire to have them realize to the fullest extent the greatest possibility of sight, deserves not only the thanks of the Board of Managers and the parents of the pupils benefited, but the recognition of all who know how to appreciate the great blessings of sight.

The health of the pupils throughout the year has been exceptionally good, and while Dr. Lindsay, our attending physician, has made frequent visits to the school, it has been rather to administer the ounce of prevention than the pound of cure.

Physically speaking our pupils have not reached the standard aimed at, but we may reasonably hope that as their physical training now commenced at a very early age the results will in time show themselves.

Sergt.-Major Long, who conducts the girls' classes in calisthenics, and the boys' classes in the gymnasium, is an enthusiast in his profession, and has proved himself an exceptionally good instructor of the blind. So soon as the contemplated improvements in our gymnasium and grounds are carried out, our pupils will have more than ever before admirable opportunities for obtaining the recreation and physical exercise which is so necessary to those deprived of sight.

It is quite evident that the new wing to our building, now nearing completion, was not erected before it was required. The increase in the school during the past five years has truly been phenomenal, but it is not reasonable to suppose that this increase will longer continue

at the same ratio. The following table will show the number of pupils in attendance on the respective dates named:—

Month.	Year.	Pupils.
December	1891	38
"	1892	46
"	1893	47
"	1894	52
"	1895	70
"	1896	86

We will have with our new building accommodation for 120 pupils, and, judging from the number of pupils entering during the past two years, and from the information now at command, this accommodation, so far as our main building is concerned, should meet the needs of the Maritime Provinces and Newfoundland for at least ten years to come. As I stated in my last report, I believed that the friends of the blind were in full sympathy with our work, and that they would willingly contribute of their means to provide the increased accommodation required. This belief the many and very handsome subscriptions towards our building fund prove to have been well-founded. True, the amount subscribed is not yet sufficient to pay for the entire cost of the building, but I trust, as opportunity offers, to have the pleasure of presenting the claims of the school to a number of persons that I have not yet called upon, and feel confident that their contributions, with those who have already promised subscriptions, will be sufficient to clear the building of debt, and enable us to continue the work without being hampered by the lack of funds.

I desire to express my deep sense of gratitude for the courteous manner in which I was received by those from whom subscriptions were being solicited, and my appreciation of the ready and cordial response with which my requests were met.

The school has now completed a quarter of a century of good practical work for those who are deprived of sight, and it is hoped that its future, so full of promise and beneficence, may, with God's blessing, prove advantageous to the blind, so that its graduates may go forth strong christian men and women, ready to take an active part in life's great work, and to prove a blessing to all with whom they come in contact.

In conclusion, gentlemen, allow me to thank the members of the Board of Managers for their cordial support and co-operation in carrying forward the work of the blind, and to express the hope that, with increasing responsibility and increased experience, our mutual relations will continue to be as in the past, pleasant and satisfactory.

All of which is respectfully submitted.

C. F. FRASER, *Superintendent.*

(III.)

THE VICTORIA SCHOOL OF ART AND DESIGN.

To A. H. MACKAY. LL. D.,
Superintendent of Education.

SIR:—I have the honor to submit herewith the report of the Treasurer of the Victoria School of Art and Design.

The attendance for last year shows an increase over the previous year of 24.

Free Hand and Object Drawing	34	enrolled.
Painting and Life Class	19	"
Senior Mechanical	10	"
Junior "	22	"
Architectural	21	"
Children's Class	10	"
Deaf and Dumb	23	"
		—
Total	139	

Of these over one hundred received free tuition. The interest of the pupils in art work is increasing. The exhibition of work though not all that could be desired, was nevertheless, the best yet shown by the school.

I would recommend that a regular syllabus of work be drawn up by each teacher to be approved by the directors and that hereafter diplomas be granted to all students completing the work of the syllabus in a manner satisfactory to competent judges.

All of which is respectfully submitted.

HALIFAX, Dec., 1896. A. MCKAY, *Secretary.*

VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(Incorporated 1888.)

DIRECTORS.

Ex-Officio : { THE SUPERINTENDENT OF EDUCATION,
 { THE MAYOR OF HALIFAX.

- | | |
|----------------------|-----------------------|
| MRS. LEONOWENS, | MR. J. M. SMITH, |
| MRS. H. H. FULLER. | MR. J. C. MACKINTOSH, |
| MRS. J. F. KENNY, | MR. E. P. ARCHBOLD, |
| MISS E. RITCHIE, | MR. GEO. HARVEY, |
| MISS H. ALLISON, | MR. D. KEITH, |
| MR. J. DEMPSTER, | HON. SENATOR POWER, |
| DR. J. G. MACGREGOR, | MR. M. DWYER, |
| MR. A. MCKAY, | |

Auditors : MR. THOMAS BROWN, MR. R. J. WILSON.

President MAYOR MCPHERSON,
Vice-President DR. MACKAY,
Treasurer MR. J. M. SMITH,
Secretary MR. A. MCKAY.

TEACHING STAFF, 1895-96.

Principal.

MISS K. N. EVANS,

Assistant Teachers.

Mechanical Drawing J. T. LARKIN, *Engineer.*
Architectural Drawing CHARLES H. HOPSON, *Architect.*

Saturday Class.

MISS M. GRAHAM.

THE TREASURER IN ACCOUNT WITH VICTORIA SCHOOL OF ART AND DESIGN.

Endowment Fund:
Amount from 1895 \$ 7,702 40

Building Fund:
Amount from 1895 8,000 00

Current Account Receipts:
School Fees \$ 511 00
Local Government Grant 800 00
City Grant 500 00
Interest 599 69

Less—Loss, Kentville Bond redeemed .. 108 33 \$2,302 36

\$18,004 76

Disbursements:
Salaries \$1,325 26
Rent 200 00
Fuel and Light 60 20
Advertising and Printing 45 00
Models, Squares, etc 45 45
Janitors 120 00
Sundries 4 24

Balance, from 1895 3,564 62

\$5,364 77

City of Halifax Consols \$4,950 00
Deposit Receipts Bank N. S. 7,300 00
Bank account and Cash 389 99 \$12,639 99 \$18,004 76

JOHN M. SMITH, *Hon. Treasurer.*

HALIFAX, N. S., *September, 1896.*

(IV.)

HALIFAX MEDICAL COLLEGE, 1896.

A. P. REID, M. D., ETC.....*President.*

GEO. L. SINCLAIR, M. D.....*Dean.*

No. of regular Professors, *sixteen*; Lecturers and Demonstrators, *eleven*.

No. of Undergraduates: First Year, 15; Second Year, 16; Third Year, 9; Fourth Year, 7; Total Undergraduates, 47; General Students, 2. Total Students, 49; Forty-six (46) males; Three (3) females.

Institution founded in 1867 as the Medical Faculty of Dalhousie College and University. Separated in 1876.

Total number of graduates in Medicine (M. D., C. M.) including those who have taken their diploma from Dalhousie University, 69; in Pharmacy (Ph. M.), 7. Total graduates, 76.

The Twenty-Eighth Session opened on Wednesday, October 2nd, 1896, and will continue for the seven months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student has ample opportunities for practical work.

The course has been carefully graded, so that the student's time is not wasted.

The following will be the curriculum for M. D., C. M. degrees:—

1ST YEAR.—Inorganic Chemistry, Anatomy, Practical Anatomy, Botany, Histology.

(Pass in Inorganic Chemistry, Botany, Histology and Junior Anatomy.)

2ND YEAR.—Organic Chemistry, Anatomy, Practical Anatomy, Materia Medica, Physiology, Embryology, Pathological Histology, Practical Chemistry, Dispensary, Practical Materia Medica.

(Pass Primary M. D., C. M. examination.)

3RD YEAR.—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Hospital, Practical Obstetrics, Therapeutics.

(Pass in Medical Jurisprudence, Pathology, Materia Medica and Therapeutics.)

4TH YEAR.—Surgery, Medicine, Gynæcology and Diseases of Children, Ophthalmology, Clinical Medicine, Clinical Surgery, Practical Obstetrics, Hospital, Vaccination.

(Pass Final M. D., C. M. examination.)

(V.)

NOVA SCOTIA SCHOOL OF HORTICULTURE, 1896.

TO A. H. MACKAY, LL. D.,

Superintendent of Education, Halifax, N. S. :

DEAR SIR,—I beg leave to submit a brief report concerning the Nova Scotia School of Horticulture, which institution was established by the Nova Scotia Fruit Growers' Association by virtue of an Act passed by the Provincial Legislature of Nova Scotia in 1893, in which substantial aid was provided *pro rata* for students in attendance at such an institution to encourage its establishment.

The school was established the same year, and a suitable course of study adopted, being open to students above the ages of fourteen years, with the requirement of a knowledge of the branches taught in the common schools for those taking the complete course. The government of the school was placed under the direction of the executive of the N. S. Fruit Growers' Association. The courses given in Horticulture and its kindred branches are designed to meet the needs of those persons desirous of excelling in the profession of fruit growing, orcharding, floriculture, etc. ; or for those expecting to become teachers of the subjects presented in the courses, fitting them with a scientific knowledge of plant growth and cultivation. There are two general courses laid down. A two years' course leading to a diploma, and a special course. In the former the following subjects are pursued:—Horticulture, Botany, English, Chemistry, Physical Geography, Manual Training, Mathematics, Drawing, Soil Drainage, Surveying, Book-keeping, Commercial Law, General Farming, Entomology, Forestry, Soil Chemistry, Geology, Landscape Gardening, and Economic Entomology. Laboratory work is an essential feature in pursuing the course, great stress being laid upon practical study. A thesis is required at the completion of the course. Options are granted in the regular course, but no horticultural study can be omitted. The aim throughout is to give instruction in those sciences that underlie practical horticulture, taking in conjunction such other studies as will aid in sustaining the scientific and practical phases of successful farming, so as to place the student on an intellectual level with the educated in any profession.

The second, or special course, is arranged for those students who are in possession of a large part of the practical knowledge of horticulture, but feel the need of a more thorough knowledge of its underlying principles and of the improved methods. Students in this course have the privilege of selecting their work. Combined with this course is a short winter's course of four months, especially adapted for fruit growers and general farmers, the term opening the first week of each year. The school supports a well-equipped library and reading room, containing the leading agricultural and horticultural literature of the present day, charts, herbariums, views, etc., for

illustration of subjects taught in class room. A well equipped laboratory for microscopal work in Botany, Entomology and Geology, with a conservatory in direct connection fitted for practical work in seeding, planting, pruning, budding, grafting, grass fertilizing, spraying, etc., a root cellar for nursery work, with grounds for practical applications in the fall and spring. In the immediate vicinity may be found orchards in all stages of development for the carrying out of field work. A science club, operated by the students, holds its meeting fortnightly.

It affords me pleasure to report upon the present success of the school. During the past year sixty-seven students were enrolled, with forty-seven completing the regular course. The prospects for the coming year is even more promising. Tuition is free to all students. A prospectus of the school and full particulars will be furnished upon application.

The province of New Brunswick, at the meeting of its last legislature, passed an Act supporting the institution. The province of Prince Edward Island is about to do the same, thus showing the broadening of the work of the school. Since the establishment of the institution its interests have developed most rapidly, both in student attendance and improved facilities. It has most judiciously expended all funds derived from the provincial government and private donations, becoming stronger each year in its departments, affording the best opportunities for thorough practical and theoretical study.

I remain, yours faithfully,

E. E. FAVILLE, *Director.*

WOLFVILLE, N. S., *Nov. 13th, 1896.*

APPENDIX E.

EDUCATIONAL INSTITUTES.

(I.)

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES.

A. H. MacKAY, Esq., LL. D.,
Superintendent of Education.

SIR :—

I have the honor to submit the following report of the Tenth Annual Session of the Summer School of Science for the Atlantic Provinces of Canada, which met at Parrsboro', N. S., July 9th—24th, 1896.

The session was opened by a public meeting, held in St. George's Hall, Mr. McLeod, chairman of the Parrsboro' Board of School Trustees, presiding. Addresses of welcome were extended to the school by Principal MacKay and Dr. Rand, and replies given by Superintendent A. H. MacKay, Principal Cameron, and the secretary of the school.

Interest in the work of the school shows no sign of abating, it is rather on the increase. The school may be considered a permanent educational institution of the Atlantic Provinces, and the earnest efforts of the officers are now being directed to make the work still more effective in the future than it has been in the past.

Much enthusiasm was shown by the students in their work, and the opportunities afforded by the surrounding country—Partridge Island, Blomidon, etc.—for the study of geology were utilized by them and much practical work done.

The presence and assistance of Superintendent of Education MacKay, Dr. Rand, of McMaster Hall, Toronto and Dr. Dearborn, of New Hampshire, added much to the interest of the school.

The members of the school numbered 75.

The next session of the school will be held at Yarmouth, N. S., July 7th—22nd, 1897.

 OFFICERS FOR THE ENSUING YEAR.
President.

A. CAMERON County Academy, Yarmouth, N. S.

Vice-Presidents.

W. R. CAMPBELL, M. A. County Academy, Truro, N. S.

G. U. HAY, M. A., PH. B. Victoria School, St. John, N. B.

Secretary-Treasurer.

J. D. SEAMAN Prince St. School, Ch'town, P. E. I.

Executive Committee.

J. H. MUNROE Yarmouth, N. S.

JOHN BRITTAIN Fredericton, N. B.

A. MACKAY Halifax, N. S.

MISS A. B. HILTON Yarmouth, N. S.

MISS C. C. SNADDEN Charlottetown, P. E. I.

FACULTY.

Botany.

PROF. J. BRITTAIN Normal School, Fredericton, N.

Chemistry.

W. H. MAGEE, PH. D. High School, Parrsboro', N. S.

Civics.

J. B. HALL, PH. D. Normal School, Truro, N. S.

Expression.

MINA A. READE Normal School, Truro, N. S.

English Literature.

A. CAMERON County Academy, Yarmouth, N. S.

Geology and Mineralogy.

A. E. COLDWELL, M. A. Acadia College, Wolfville, N. S.

Kindergarten.

MRS. S. B. PATTERSON Model School, Truro, N. S.

Music (Tonic-Sol-Fa.)

MISS A. B. HILTON Yarmouth, N. S.

Psychology.

Physics and Meteorology.

W. R. CAMPBELL, M. A. County Academy, Truro, N. S.

Physiology and Hygiene.

E. J. LAY County Academy, Amherst, N. S.

Zoology and Entomology.

G. J. OULTON, M. A. High School, Moncton, N. B.

W. A. HICKMAN Pictou, N. S.

I have the honor to be,

Your obedient servant,

J. D. SEAMAN,

Secretary Summer School of Science.

(II.)
TEACHERS' INSTITUTES.

DIGBY AND ANNAPOLIS.

The seventeenth annual meeting of the Teachers' Institute of Inspectoral District No. 4, embracing the Counties of Digby and Annapolis, convened in the Academy at Bear River, on Thursday, May 14th, 1896, and was duly called to order at 10 A. M., by the President, L. S. Morse, M. A.

The minutes of the previous meeting held at Bridgetown were read and declared approved. The annual membership dues were then collected.

It was suggested that persons be appointed to correspond with the press regarding the proceedings of the Institute; accordingly, Mr. H. J. Starratt was appointed reporter to the *Halifax Herald*; Mr. W. C. Parker to the *Educational Review*, and Mr. W. C. Jones to the *Morning Chronicle*.

The report of the delegates to the Provincial Educational Association, held at Truro last year, was then called for. Mrs. I. M. Benson, the only delegate present that had attended the Association, gave, in her usual good manner, a brief account of the proceedings at that meeting. She did not consider that the papers given there were of very much help to teachers on account of their not being practical enough. Some parts of the meetings, however, were exceedingly interesting.

At the close of the remarks by Mrs. Benson, Inspector Morse referred to several interesting matters that were brought forward at this convention, particularly of the 'Teachers' Union, and the Irving scheme of superannuating teachers, the latter of which will be brought up for further consideration at the meeting of the Provincial Association, to be held the coming autumn. He thought that this local Institute should be well represented at that meeting to voice us regarding this matter.

The delegates to the Provincial Educational Association were then appointed, and are as follows:—S. C. Schaffner, O. P. Goucher, W. Y. Woodman, I. M. Longley, Miss Jeanie A. Hall and Miss L. Jean Harris.

The following officers were elected for the ensuing year:—

- | | |
|----------------------------------|---|
| <i>Vice-President</i> | I. M. LONGLEY. |
| <i>Secretary-Treasurer</i> | A. L. BISHOP. |
| <i>Executive Committee</i> | { W. Y. WOODMAN.
MISS WINNIFRED MCGILL.
MRS. I. M. BENSON.
MISS MARGARET SPURR.
I. B. MCCARTHY. |

The Executive Committee suggested that the remainder of the morning session be devoted to the discussion of practical questions presented by the teachers. The passing of the "Question Box" resulted in the gathering of an abundance of questions, which were ably discussed by several teachers. Meeting then adjourned to meet at 2 P. M.

AFTERNOON SESSION.

Meeting was called to order at 2 P. M. As some important questions laid over from the morning session had not been discussed, it was thought advisable to devote a short time to their consideration. Among them was, "How can moral and patriotic duties best be taught in school?" which was being discussed at 2.30 P. M., when Dr. MacKay, Superintendent of Education, arrived. After several teachers had given their methods of teaching these subjects, Dr. MacKay was called upon for a few remarks. He was greatly pleased to be present to hear this question discussed. He thought it an important one. As there were no text-books prescribed, some teachers, no doubt, experienced difficulties in teaching these subjects. He thought the only effective way of doing so was in connection with other school work. He believed the best way of teaching these subjects was to do it incidentally.

At three o'clock, Principal A. Cameron, of Yarmouth Academy, who had been invited to attend the meetings of the Institute, arrived.

Principal I. M. Longley then read a thoroughly practical and comprehensive paper on "School Life as affecting Character." The writer noticed that all that pertains to school life centres in the child, and that the most important agent in influencing the child is the teacher, therefore he considered the question:—1st. In relation to the teacher himself; 2nd. In relation to the pupil. The teacher stands in new relations to those by whom he is surrounded. These new relations give rise to new *obligations* to which he will be true in proportion as he appreciates their importance, and estimates their bearing on all his future success. These obligations are *professional, social, and personal*. Secondly, in relation to the pupils, some of the legitimate results to be confidently expected from a combination of forces properly adjusted, are: (1.) a waking up of the mind; (2.) the development and fostering of a teachable spirit; (3.) proper motives are furnished to stimulate new activities. No brief synopsis of this valuable paper can do justice to it, as it could be appreciated only by being heard or read.

At its close remarks were made by Rev. J. T. Eaton and Dr. MacKay.

Principal Cameron was then called upon for a talk on Physical Geography. This was on certain questions in connection with that subject, which were handed in to Mr. Cameron by various members of the Institute. It is needless to say that the speaker was at home on

his subject, and for an hour he held the undivided attention of the whole audience in his original and attractive way of discussing the question. Meeting then adjourned to meet at 8 P. M.

EVENING SESSION.

The public educational meeting was held in the assembly room of the new Academy. The meeting was duly called to order at 8 P. M., and opened with a song by the High School pupils of the Bear River school, under the able leadership of J. D. Vroom. Prayer was then offered by the Rev. Mr. Craig, which was followed by music. The President, Mr. L. S. Morse, M. A., with a few well chosen remarks, expressed the pleasure it afforded the Institute to be present with the people of Bear River on an occasion of this kind. He congratulated them on having completed so fine a school building, and said he believed that the teachers would agree with him in saying that this was the finest school building in the inspectoral district. He then introduced the speaker of the evening, Dr. MacKay, Superintendent of Education. His address was exceedingly interesting, and was listened to with the greatest attention. He expressed himself as greatly pleased to be present at a meeting of this kind. He had not come for the purpose of giving any particular instruction; but his object was to find out the difficulties of teachers. He congratulated the Bear River people on their fine Academy, which he said was an honor to them. The educational authorities of this province were striving to take steps they would not have to retrace. In olden times people were educated only for the professions; but the aim of the authorities at present was to have all educated. What they wanted were men who understood the world. He spoke of the false sentiment created by believing that the professions are higher than farming. Some of the ablest men were engaged in that pursuit, and the authorities were striving to dignify labor. He then took up the subject of Object Lessons, pointing out the value of them, and advising teachers to go to work in that line, even though they might not know exactly how. His address was practical and well calculated to inspire an educational spirit in those present, and to encourage and strengthen the teachers in their work.

Appropriate address were also made by Principals Cameron, I. M. Longley, S. C. Schaffner, and Rev.'s Messrs. Eaton, Craig and Noble, which were interspersed by pleasing selections of music rendered by the choir.

Votes of thanks were tendered to Dr. MacKay for the able and instructive manner in which he had entertained the meeting; to the people of Bear River, for the courteous manner in which they had received the Institute; and to those who had prepared and rendered the excellent music for the evening.

This meeting, which closed by all uniting in singing "God Save the Queen," was the largest and most enthusiastic public meeting ever held by the Institute.

FRIDAY MORNING SESSION.

The Institute was called to order by the President at 9.30 A. M. The programme was continued by Principal McDormand giving an interesting lesson on the "Circulation of the Blood," which was taught by the dissection of a beef's heart and by blackboard diagram. He handled his subject in an able and effective manner, showing commendable tact and ability as a teacher, which called forth remarks from W. Y. Woodman, O. P. Goucher and Dr. MacKay.

Miss Bessie McNeill of Digby then favored the Institute with an interesting lesson on Tonic-Sol-Fa music, which was taught to a class of young pupils from the Bear River school. Miss McNeill proved by her lesson not only her thorough acquaintance with the subject, but also her excellent ability as a teacher. Favourable remarks followed by Dr. MacKay, I. M. Longley and L. S. Morse.

The next on the programme was a lesson on Mathematical Drawing, by Mrs. I. M. Benson. This proved considerably interesting, an active part being taken in it by Dr. MacKay in his questions and explanations of various points in connection with the problems. Meeting adjourned to meet at 2 P. M.

FRIDAY AFTERNOON SESSION.

Meeting was duly called to order at 2 P. M. It was opened by Miss L. Jean Harris teaching a lesson on Mineralogy to a class of young pupils. The minerals, studied from observation, were mica, galena, lead, salt, asbestos and gold. This lesson proved one of the most interesting part of the work of the Institute, as the original answers of the little ones furnished an abundance of enjoyment to all. Though the lesson was of considerable length, Miss Harris held the attention of her class by her pleasing manner, and by the interesting way in which she conducted the lesson. At its close commendatory remarks were made by W. Y. Woodman and Principal McDormand.

Mr. Cameron was then asked to give the Institute a talk on English Literature. He did not confine his lesson to the study of any special division of the subject, but asked the teachers to hand in to him any portion of literature that they wished discussed. Extracts from various authors were handed in and considered. This lesson was exceedingly interesting, and the attention of all present was fairly riveted upon the speaker, as for an hour he entertained the Institute in his instructive talk upon this subject.

The financial statement was then rendered, and all bills were ordered to be paid.

A vote of thanks was tendered to the railway authorities of the D. & A. and N. S. Central Railways, and to the manager of the coach lines for reduction of rates of travel, to the proprietors of the hotels for the reduction of board prices, to the trustees of the school section for the free use of their building, and to Principal Cameron, for his able instruction and kindness in attending the Institute.

It was resolved that the appointment of the time and place of next meeting be left in the hands of the Executive Committee.

Thus closed one of the most interesting, largely attended, and practical sessions of the Institute ever held within the inspectoral district.

It may be well to note that Mr. Cameron entertained the teachers on Friday evening by an interesting open air talk on Astronomy, on the river bank in the rear of the Academy.

AVARD L. BISHOP,
Secretary of Institute.

GRANVILLE FERRY, ANNAPOLIS CO., N. S., May 19th, 1896.

HANTS AND KINGS.

This Institute convened at Berwick, Kings Co., April 30th and May 1st, 1896. The opening session was held on the first above mentioned date, beginning at 1 o'clock, p. m., with Inspector Roscoe, the *ex-officio* president, in the chair. Messrs. J. A. Smith and W. H. Woodworth were appointed Secretary and Assistant Secretary respectively. A Committee on Nominations for various officers was appointed, viz., Messrs. James Craig, L. M. Smith, and E. H. Nichols, B. A. The President then gave a short opening address of welcome, and was followed by a paper on "Nature Lessons," prepared and read by Miss Willetts of Kentville. A short discussion followed. Miss Smith, teacher of drawing in the Normal School, gave an illustrative talk on Perspective Drawing. Prof. J. F. Tufts then gave a very concise address on the teaching of History, emphasizing the method of teaching it by epochs and diagrams. This session closed at 5 o'clock. The usual public educational meeting was held in the Baptist Church. E. Hart Nichol, B. A., Kentville Academy, read a carefully prepared paper on the "Great Men of Nova Scotia," and Miss Charlotte Mumford of Horton Landing, one on "Professional Etiquette." The Superintendent of Education then followed with an address on the present status of education in the Province. The church, a most commodious one, was crowded, and the meeting was a success.

The forenoon of the following day was occupied by the Institute in a dual capacity—High School and Common School sections. In the former lessons were taught by Murray McNealy, Hantsport, on the distribution of Heat; and by Charles W. Brown, B. A., Shubenacadie, on Arithmetic, particularly interest and discount.

In the latter section, Miss Parker, Berwick, taught a lesson in Music to a class of beginners. Mrs. R. DeWolfe Archibald, Windsor, gave a very suggestive lesson on Minerals. A lesson on the Metric System was given by Mr. N. A. Osborne, Waterville, Kings.

The closing session was the busiest of all. The Treasurer reported on the financial standing of the Institute, which was adopted. The Nominating Committee reported the following officers for the ensuing year, which was adopted:—

L. D. ROBINSON, Berwick *Vice-President.*
J. A. SMITH, Windsor *Secy.-Treasurer.*

Also, delegates to Prov. Association, to be held in Truro in October, 1896: J. F. Godfrey, C. W. Brown, J. A. Smith, Miss B. Hebb, Miss Ida Parker.

The Institutes of this District always command a large attendance, but this one bears the palm, there being about 125 teachers present. The President gave the closing address, speaking words of encouragement to the teachers, and then declared the Institute closed.

Secretary Teachers' Institute, District No.

PARRSBORO, *May 13th, 1896.*

On Thursday morning the schools were held in session for half an hour. The following lessons were given:—

Name of Teacher.	Grade.	Subject of Lesson.
B. A. Cameron.....	I.	.....Arithmetic.
F. A. Leitch.....	II.	.....Object lesson on paper.
M. G. Dickinson	III.	.....Writing.
L. Wotton.....	IV.	.....Drawing.
E. M. Hatfield	V.	..... } Geography. Partridge Is- } Island River.
E. Wotton.....	VI.	.....Food of Plants.
M. J. Sproul.....	VII. and VIII.	.....Nature Lesson.
T. C. McKay	IX. and X.	.....Geometry.

After the lessons had been concluded the teachers enrolled. Before the session was over 104 delegates handed in their names. The Institute was then formally opened by Inspector Craig. The first paper of the morning was read by Principal Ruggles of Acadia Mines, on the Study of Grammar. He looked with disfavor on extended study of the text-book, and showed various means which might be adopted to give the pupil a practical knowledge of the subject. The discussion was participated in by L. C. Harlow, the Inspector, E. J. Lay, J. S. Layton, and E. Woodworth.

A method of teaching English Composition was then illustrated by Miss Clara Archibald. It was a reproduction exercise. Some of the mistakes were corrected before the Institute. Miss Graham spoke on the subject. The Institute then adjourned to meet at 1.30.

The afternoon session was opened with Mrs. Leonowen's paper on Drawing. Eloquently and enthusiastically she developed the idea that all true drawing must be from the objects, not from the flat. Inspector Craig and Principal Lay spoke on the subject. A vote of thanks, moved by Principal Lay and seconded by Principal Ruggles, was tendered to Mrs. Leonowens.

Miss Grant read a paper giving the results of her experience in the teaching of drawing. It was discussed by Messrs. Scanlan, Ruggles and Craig.

Miss Jean McLeod read a paper on "How we try to keep up with the Times." It was spoken to by Messrs. Healy and McKay.

In the evening a public educational meeting was addressed by Dr. MacKay, Superintendent of Education, and by Mrs. Leonowens. The former spoke on the value of the drawing, the metric system, and the utility of the science studies in the schools. Mrs. Leonowens spoke on the need of greater public interest in education.

The Friday morning session was opened with the transaction of the Institute business. The minutes of the previous convention at Amherst were read and approved. The auditors reported the accounts for the current association year correct. The treasurer reported a balance of \$8.17.

Principal Ruggles, Miss Ethel Wotton, N. D. McTavish, and Miss Jean McLeod were appointed representatives to the Provincial Educational Association. The following officers for the ensuing year were appointed:—

MISS MARGARET GRANT..... *Vice-President.*

PRINCIPAL RUGGLES..... *Sec'y.-Treasurer.*

Executive Committee—W. W. Torey, or his successor; Miss M. Urquhart, Waugh's River; Miss Maggie Bentley, Acadia Mines; Principal McKay, or his successor.

The Inspector asked the meeting to express their preference as to the next place of meeting. A majority favored Acadia Mines. A series of five papers on Arithmetic was read by G. E. Cunningham, G. P. McKenzie, N. D. McTavish, Ernest Fleming, and J. S. Layton. The subjects of these respectively were as follows: The value of arithmetic, the powers it calls into action, the means which should be used to teach it, the qualities that characterize a good computer, and the moral lessons which may be conveyed by arithmetic. The papers were discussed by the Inspector, Superintendent, Miss Cameron,

Principal McKay, Mr. Ross, Miss Peppard and Miss Sproul. A paper entitled "Nature Work," was read by Miss Sproul. She urged the necessity of great preparation on the teacher's part. It was discussed by Dr. MacKay. Messrs. Torey and McTavish were appointed an auditing committee for the ensuing year. The Inspector suggested that the secretary be paid a salary.

At the afternoon session votes of thanks were passed to the citizens and teachers of Parrsboro, and to the railway lines, especially to the Cumberland Railway and Coal Co., for their special train. A paper on Superannuation was read by Mr. Lay. He made a strong plea for putting the victors of peace on a footing with those of war. It was discussed by the Inspector, Superintendent, Messrs. Ross and Scanlan and the Rev. Mr. Sharp. The following resolution was moved by Principal Ruggles, and seconded by Principal McKay :

Resolved, That this Institute approves of Mr. Irving's scheme, and recommends it to the committee appointed to draw up a scheme of superannuation by the Provincial Educational Association in 1895.

This was lost by a vote of 32 for to 36 against.

The Superintendent urged the teachers to attend the Summer School of Science, and said a few farewell words, which were heartily appreciated. The convention then adjourned to meet at the call of the Managing Committee.

T. C. MCKAY, *Secretary*.

PROGRAMME—MAY 7TH AND 8TH.

Wednesday Evening—Reception by citizens of Parrsboro and local teachers.

Thursday, 9 a. m.—Lessons in the various departments by the Parrsboro teachers.

Enrollment.

Formal Opening of the Institute by Inspector Craig.

The Research Method as Applied to Grammar.. LENFEST RUGGLES.

English Lesson CLARA ARCHIBALD.

1 p. m. Drawing, and the Need of Technical }
Education..... } MRS. LEONOWENS.

Drawing..... MARGARET GRANT.

How we try to keep up with the Times.....JEAN MCLEOD.

In the evening a Public Educational Meeting will be held, at which addresses will be given by the Superintendent of Education, Mrs. Leonowens, and others.

Friday, 9 a. m.—Series of Papers on Arithmetic—G. E. Cunningham, G. P. McKenzie, N. D. McTavish, Ernest Fleming, J. S. Layton, B. A.

Nature Work.....MARY J. SPROUL.

1 p. m. The Silent Educators in the School....PROF. J. B. HALL.

Superannuation of TeachersE. J. LAY.

Institute Business.

(III.)

OUTLINE MINUTES OF THE THIRTEENTH CONVENTION OF THE
PROVINCIAL EDUCATIONAL ASSOCIATION.

Held at Truro, N. S., 14th, 15th, 16th October, 1896.

1ST SESSION—WEDNESDAY 14th.

10.20 a. m. The President, Dr. MacKay, Superintendent of Education, took the chair and opened the meeting with an address, outlining the work of the Convention, showing its advantages, and advocating a Normal School training for all teachers.

The Secretary then read his financial report, showing an income of \$822.63, and an expenditure of \$804.52, leaving a balance in favor of the Association of \$18.11. He also submitted the printed report covering 218 pages, 4000 of which had been printed, illustrated and distributed at a cost of \$648.03.

The Secretary's report was adopted.

The retiring Secretary, A. McKay, was re-appointed.

Principal O'Hearn read the report of the Committee on Superannuation of Teachers, as follows:—

Re TEACHERS PENSIONS.

Your Committee, empowered by a resolution passed at the last Convention, have given the subject of superannuation much attention. The following is the resolution:—

Resolved, That this Association approve of the idea of a superannuation scheme for teachers, and that a committee be appointed consisting of members of this Association, to collect information on this subject, and to formulate a scheme suitable to the condition of educational affairs in this country.

Your Committee were in doubt whether this resolution empowered them to place any scheme before the legislature. To resolve this doubt a member of the Committee was requested to write to the leading teachers of the province and to others engaged in public school work. While 90% (ninety per cent.) of those written to strongly favored a system of pensions, yet a majority thought it best that any scheme drawn up by the Committee should first be submitted to the Association.

Your Committee does not consider it to be within their province to give the details of a scheme, but merely to submit for your approval the following general principles upon which such a scheme should be

based. The details of such a scheme must necessarily be furnished by an actuary conversant with our system of education and all the statistics bearing on this question.

I. In order to give stability and permanence to a system of superannuation of teachers it should be under the control and management of the Council of Public Instruction.

II. All public school teachers and all school officials whose whole time is devoted to educational work should be beneficiaries under any system devised.

III. All engaged in educational work during the period of thirty years, being males, or of twenty-five years, being females, should be entitled to a pension at the termination of such periods.

IV. The amount necessary for the payment of pensions should be mainly appropriated from the Provincial grant to teachers, in accordance with the following scheme :—

(a.) From the teacher's Government grant those holding grades A and B shall receive a pension of \$240 ; those holding grades C and D a pension of \$120.

(b.) From voluntary assessment grades A and B shall receive \$100 additional, and grades C and D, \$75.

(c.) From bonuses, bequests, etc., grades A and B shall receive \$60, and C and D, \$30.

This makes the maximum pension for grades A and B, \$400, and for C and D, \$285.

A table should be prepared by an actuary determining under what plan of extra assessments teachers who have already taught a number of years may retire with a full pension upon the completion of the required number of years.

V. That until after the termination of the period of 25 years from the date of this system coming into operation, any special grants or bequests shall be devoted to the payment of bonuses to teachers who, being yet engaged in teaching, have now or will within that period have completed the required time of service.

VI. Any teacher availing himself of the voluntary assessment for increased pension, should he retire before completion of the period of service required for a full pension, would be repaid the amount so contributed without interest.

The report was discussed by the Superintendent of Education, Supervisor McKay, Principal O'Hearn, Prof. MacDonald, and Principal Miller. Further discussion was deferred in order that the report might be printed and distributed.

Principal Miller presented a verbal report from the Committee on Reformatories for incorrigible pupils. He explained that the expected information on the number of incorrigible pupils throughout the

province had not been received from the inspectors. The Superintendent then called upon the inspectors to report approximate estimates, which showed for the whole province about 330 pupils who cannot be prevailed upon to attend school. Inspectors Craig, Morse, Roscoe, Creighton, Mackintosh and Macneil took part in the discussion.

The Superintendent of Education recommended that a tax of one cent for each day lost from school unnecessarily be imposed as the best means of securing a regular attendance.

2ND SESSION.

2 p. m. Principal Armstrong of Pictou, was appointed Assistant Secretary. Professor MacMechan of Dalhousie College, read a paper on "English Composition in the High School." It was discussed by the Superintendent, Principal Smith of Windsor, Miss Hamilton of the Model School, Principals Oakes, Miller, O'Hearn, Calkin, and Inspector Creighton.

Principal Smith of Windsor Academy, read a paper on "School Libraries." Discussion followed by Prof. MacMechan, Principal Campbell, Inspector Creighton, and Principal Calkin. The Superintendent suggested that it would be well to have suitable supplementary readers prescribed.

Mrs. C. M. Condon read a paper on the "Kindergarten." It was discussed by Dr. Hall, Principal McKittrick, Miss M. Hamilton, the Superintendent, Principals O'Hearn and Miller, and Mrs. A. B. Patterson.

3RD SESSION.

7 p. m. Professor Horrigan of St. Francis Xavier College, read a paper on "English Literature in the High School." Discussion by Principal Cameron, Inspector Maclellan, Principals Calkin and Soloan, and Miss Mackintosh.

Colonel Blair read a paper on "The School and Rural Life," followed by Professor Smith of the School of Agriculture, on the same subject. Discussion by the Superintendent, Principal Calkin, the Revd. Mr. McGillivray, Principals Creed and Soloan, and Inspector Maclellan.

4TH SESSION—THURSDAY 15TH.

9 a. m. Principal Soloan of New Glasgow, read a paper on "Fostering Higher Education in Country Schools." While Mr. Soloan was reading his paper, Sir Charles Tupper, Bart., arrived, and was welcomed by the Association, by the reading of the following address:

TO SIR CHARLES TUPPER, BARONET:

Sir,—It is generally admitted that a nation is great, stable and prosperous in proportion to its morality, intelligence and industrial skill,—elements which are so interdependent, that the fostering of any one is an aid to the development of the others, while all are to a large

extent dependent upon the universal diffusion of a sound education. The best educated nations are those which, often in spite of national obstacles, have played the most conspicuous part in the world's history. Nova Scotia may not be great in area or in wealth, but it occupies a proud position as a nursery of many great men who have figured not only in its own history, but also in that of the great Dominion of which it forms a part, in that of the republic to the south, and of the glorious empire to which we are proud to belong.

To you, sir, Nova Scotia largely owes its high intellectual status. To your far-seeing sagacity and indomitable courage it largely owes its free schools. When our educational history comes to be written, the chief place of honor will be accorded to your name, in association with the names of such eminent men as Sir Wm. Dawson, Sir Adams Archibald, and Dr. Forrester, as the founders of our public school system.

We are glad of having this opportunity of expressing to you our gratitude for what you have done in the educational development of our country, and so enabling us to use to advantage our inherited capabilities and the great natural resources which a kind Providence has so generously bestowed upon us.

Not least among the many benefits conferred on us, by the excellent Nova Scotia School Laws, which you have been so largely instrumental in framing, is the fact that, to a greater extent than in any other country, we have had, in regard to educational matters, harmony and good will among our people.

In conclusion, we have much pleasure in joining with your many friends in congratulating you and Lady Tupper upon the auspicious event which you have been so recently celebrating.

On behalf of the Provincial Educational Association of Nova Scotia
Truro, 15th Oct., 1896. A. MCKAY, *Secretary*.

Sir Charles said :—He and his wife have received many and cordial good wishes in connection with the fiftieth anniversary of his wedding day, but among all the congratulations received there was not one more highly appreciated than that which he had received from the great body of teachers. It was a mark of esteem which he would never forget.

He claimed to belong to the teaching profession, having taught in New Brunswick in his early days. It was that which made him realize the immense importance of having a free school system.

Sir Charles then favored the Convention with a very interesting account of the introduction and passing of the Free School Act by the Government of Nova Scotia, during which he paid eloquent and graceful compliments to Nova Scotia's great men who aided in the passage of that important Act.

Principal Solon's paper was then taken up and discussed by Principals Maclellan, Gormley, Inspector Roscoe, Principal Campbell, Inspector Craig, Principal Miller, the Superintendent, Principals Oakes and Calkin, Inspectors McIntosh and Creighton, and others.

5TH SESSION.

2 p. m. Miss J. Almyr Hamilton read a paper on "Child Psychology."

Rev. Dr. Thompson read a paper on the "Professional Training of Teachers."

Mrs. E. J. Archibald of Halifax, read a paper on "Manual Training in the Schools." This paper was discussed by Inspector Creighton, Principals Gornley, McKittrick, and Smith of Guysboro', Mrs. Condon, Principal McArthur, Miss Graham, General Laurie, and Miss M. Hamilton.

6TH SESSION.

8 p. m. There was a public meeting at Gunn's Opera House. The Superintendent of Education introduced Lieut.-Governor Daly, who presided. Messrs. Rice, Crowe and Cutten sang "Up Shepherds. Tell Me" to an accompaniment played by Miss Clara King. His Honor the Lieut.-Governor, after a few appropriate remarks, called on Prof. Macdonald to report for the Normal School Alumni Association. The report stated that Mr. J. A. McKeen of Lunenburg, had been awarded first prize, and Principal Miller of Dartmouth second prize, for essays on "The Public School as a Preparation for Citizenship." Both prize essays were read by their respective writers.

General Laurie then addressed the meeting, his subject being "The Present Educational Crisis in England." He was followed by Dr. Bell of Washington, on "The Parents' Association," by the Rev. John De Soyres on "University Extension," by the Hon. J. W. Longley, Attorney-General, on "The Teaching of Religion in Public Schools." This very large and most interesting meeting was closed by the singing of the National Anthem.

7TH SESSION—FRIDAY, 16TH.

9 a. m. Principal Cameron read a paper on "Summer Schools." Discussion by the Superintendent, Inspector Craig, and A. McKay.

On motion, the chair was taken by Inspector Maclellan, while Principal Kennedy reported for the "Teachers' Union." The following constitution was adopted:—

I. This organization shall be called the "Nova Scotia Teachers Union."

II. The object of the Union shall be:—1. To elevate and unify the teaching profession in Nova Scotia. 2. To bring the claims of the profession before the public and legislature of Nova Scotia as occasion may require. 3. To watch the educational outlook and trend of thought in other parts of the world. The officers elected for the following year were as follows:

<i>President</i>	PRINCIPAL MACLELLAN, Pictou.
<i>1st Vice-President</i>	PROF. A. G. MACDONALD, Truro.
<i>2nd Vice-President</i>	PRINCIPAL MILLER, Dartmouth.
<i>Secretary-Treasurer</i>	" KENNEDY, Halifax.

Executive Committee.—Miss K. Mackintosh, Halifax; Miss B. Hebb, Kentville; Miss McPhee, Baddeck; Miss Graham, Brookfield, and Miss Hilton, Yarmouth, with the other officers.

The President then resumed the chair. The discussion on superannuation was again taken up, a printed copy of the committee's report having been given to the members of the Association. Discussion by Mr. Stirk, Inspector Maclellan, Principal O'Hearn, Dr. Hall, Commissioner MacDonald of Lockeport, Principal Smith of Guysboro, and A. McKay.

The Convention then adjourned to allow the "Normal School Alumni Association" to hold its annual session.

Dr. Hall gave a short account of the Association, its origin, aims and composition. W. M. Hepburn, B. A., Maitland, was elected president, and Mr. Creed secretary of the Alumni.

The executive committee appointed were, Inspector Roscoe, Kate Mackintosh, Dr. Hall, Prof. McDonald, Mrs. Patterson, Principal Goucher.

It was decided that the Alumni Association offer this year again two prizes for competition by written essays. Principal Campbell, Principal Soloan, and Miss Ross of Kentville, were appointed a committee to select a subject for the essay. Committee to examine the essays:—Principal Calkin, Rev. Dr. Thompson, Professor MacMechan, Principal Miller and Miss McPhee.

Mrs. C. M. Condon was unanimously elected an honorary member of the Association.

8TH SESSION.

2 p. m. Dr. John Stewart of Halifax, read a paper on "Physical Education" He was followed by Miss Holmstrom, teacher of Swedish Gymnastics, Halifax, on the same subject. Discussion by the Superintendent, Principal Calkin, Inspector Craig, Miss Kinney, Principal Kennedy, Prof. Macdonald, Principal O'Hearn, and A. McKay.

Prof. MacGregor of Dalhousie College, read a paper on "Nature Studies in the Common Schools." Mrs. Condon spoke on "Kindergartens." The following resolution was moved by Dr. Hall and Principal Kennedy:—

Resolved, That the Educational Association share the wide-spread conviction of wise educationists, that the principles of careful observation, cheerful submission to law and order with the training of the expressive side of the child's nature, found in the kindergarten by the use of his activity in every possible direction, are a wise preparation for the succeeding grades, and cordially wish success to every movement having for its object the extension of Froebel's principles in this province in connection with our educational system. Passed unanimously.

Ballots were then taken for the next executive committee, resulting in the election of Dr. Hall, Principals Kennedy, Cameron, Soloan, Campbell, Inspector Maclellan, Miss Hebb, Principal Miller and Miss McPhee.

While the ballots were being counted, Mr. Snell, of Snell's Business College, addressed the meeting on the "Teaching of Writing." Discussion by Principals O'Hearn and McArthur, Miss Hamilton, and Inspector Maclellan.

9TH SESSION.

7 p. m. Miss J. B. Archibald of Truro, read a paper giving a historical sketch of the Normal School.

The discussion on superannuation was resumed by Principals Campbell and Kennedy. It was moved by A. McKay and Professor MacDonald that the first clause of the report be adopted. In amendment it was moved by Inspector Maclellan and Mr. W. A. Macdonald that it be not adopted. After some discussion an amendment to the amendment was moved by Professor Macdonald and Inspector Roscoe, that the report lie on the table for fuller discussion next Convention. This was agreed to.

Principal Hay of St. John, addressed the Convention in favor of a permanent location for the Summer School.

Votes of thanks were passed to the press for its full reports of the proceedings, to the railway authorities for free return tickets, and to Miss King and those who sang at the public meeting.

The Convention then adjourned *sine die*.

A. MCKAY, *Secretary*.

APPENDIX F.

STATISTICAL INFORMATION FROM INSTITUTIONS RECEIVING NO PROVINCIAL GRANTS.

(I.)

EDUCATIONAL INSTITUTIONS HAVING DEGREE-CONFERRING POWERS.

Statistics for the School Year ended Summer of 1896.

NAME OF INSTITUTION.	PLACE.	NAME OF PRESIDENT.	STAFF.	STUDENTS IN ARTS.										SCIENCE.			LAW.			Grand Total Students.	Institution when founded?	Total graduates to date.	DEGREES CONFERRED IN 1896.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
				Undergraduates.					General.					Under-graduates.	General.	Males.	Females.	Total.	Regular.				Partial.	Total.	Regular.	Partial.	Total.	B.A.	B.L.	M.A.	B.Sc.	B.Eng.	M.Eng.	L.L.B.	B.C.L.	D.C.L.	Ph.D.	M.D.	C.M.	D.D.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
				1st year.	2nd year.	3rd year.	4th year.	Total.	Males.	Females.	Total.	Males.	Females.																													Total.	Males.	Females.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Kings Coll	Windsor	Rev. C. E. Willets, M.A., D.C.L.	Professors. Lecturers.	6 6	7 4	4	14	16	3	8	13	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

(a) One Tutor. (b) Lecturers in Theology non-resident. (c) Nine engineering, two science.
 (d) The Law School being situated in St. John, N. B., is not included here. (e) Eleven of these are included in "Arts."
 (f) Opened first in Pictou, 1850, under Dr. McCulloch. Re-organized at W. at River, Pictou, in 1843. Removed to Truro, 1858. Removed to Gerrish Street, Halifax, 1890,
 and afterwards to "Pine Hill," on the North-West Arm, Halifax.
 (g) The great majority of students (112) were registered in the County Academy, with which the institution is affiliated. (A) Sixty-six are in attendance of whom eighteen
 have been admitted to the first and second years of the Clare County Academy with which the institution is affiliated.

(II.)
EDUCATIONAL INSTITUTIONS *not* HAVING DEGREE-CONFERRING POWERS.
Statistics for the School Year ended Summer of 1886.

No. of Pupils corresponding in General Attainment to Each of the Public School Grades of Nova Scotia, as given below :																			
County.	Name of Institution.	Place.	Name of Principal.	No. of Teachers.	No. of Pupils.												Total.	Average Daily At.	
					Kindergarten.	Gr. I.	Gr. II.	Gr. III.	Gr. IV.	Gr. V.	Gr. VI.	Gr. VII.	Gr. VIII.	IX (D).	X (C).	XI (B).			XII (A).	Males.	Females.
Colchester.	Snell's Business College	Truro ..	S. G. Snell	4	66												29	56	20
	Truro Kindergarten	Springhill	Sara R. Patterson	4	33	4	1	2	4								37	31	23
	Cumberland	Parish House School	Church Point	Rev. W. C. Wilson	2	1	1	1	1	4							(24)	(25)	(30)
Digby.	St. Mary's Convent	Halifax	Sister M. Patricia	2	1	1	1	1	1	14	7	5	8				1	15	13
	Halifax Ladies' College	Halifax	Margaret S. Kerr	2	10	10	12	15	14	14	7	5	12	38			116	110	100
	Halifax	La Salle Academy	Bros. Castor	2	10	10	12	15	14	14	7	5	12	38			116	110	100
Hants	Arnold School	"	W. H. Waddell	2	6	8	12	12	12	3							32	25	22
	Whiston & Frazer's Commercial Coll.	"	B. E. Whiston	2	6	8	12	12	12	3							163	92	99
	St. Patrick's Home	"	Bro. Lawrence	2	2	2	4	6	6	6	3						41	41	40
Kings	Misses Forbes' School	"	Mary F. Forbes	2	1	1	1	1	1	12	3						21	17	17
	St. Vincent	"	Rev. Mother Moran	2	1	1	1	1	1	15	10	16					90	98	90
	Convent Sacred Heart	"	Rev. Mother Moran	2	1	1	1	1	1	15	10	16					90	98	90
Lunenburg.	Church School for Girls	Windsor	H. J. Macdonald	14	1	1	1	3	4	3							52	82	(76)
	Collegiate School	"	H. Bradford, M. A., Can.	14	1	1	1	3	4	3							52	82	(76)
	Acadia Seminary	Wolfville	Adelaide F. True	11	1	1	1	3	4	3							52	82	(76)
Pictou	Horton Collegiate Academy	Wolfville	L. B. Oakes, A. M.	11	1	1	1	3	4	3							52	82	(76)
	Acacia Villa School	Horton Landing	St. M. Oakes, A. M.	11	1	1	1	3	4	3							52	82	(76)
	Lunenburg Kindergarten	Lunenburg	Edna L. Wilbur	11	1	1	1	3	4	3							52	82	(76)
Yarmouth..	Stella Marie Convent	Pictou	Sr. St. Pamphile	11	1	1	1	3	4	3							52	82	(76)
	St. John Baptist Academy	New Glasgow	Sr. St. Alexander	11	1	1	1	3	4	3							52	82	(76)
	Lady of Lourdes School	Lourdes	Sr. M. Helena	11	1	1	1	3	4	3							52	82	(76)
Yarmouth..	Freebel Academy	Yarmouth	Eudora E. Hilton	11	1	1	1	3	4	3							52	82	(76)
	Totals			126	118	54	92	110	103	134	100	87	108	151	149	104	813	965	1778
																			1367 2

Figures in brackets () are estimates made in the Education Office in order to make an approximate sum total possible. The classification into grades is only approximate, in some cases based perhaps on the age of pupils, in others on the English, or Mathematics, or Classics, by the various Principals.

- (a) Special students ungraded.
(b) In some institutions no classification is given, therefore the totals will not be expected to check.
(c) In addition an evening class for young men, making an average of about 20, was carried on for six months.
(d) 20 of these are special students.

APPENDIX G.—PROVINCIAL EXAMINATION.

AVERAGE OF MARKS MADE IN EACH SUBJECT AT EACH STATION.

PROVINCIAL EXAMINATION.				IMPERATIVE, GRADE D.—1886.				OPTIONAL, GRADE D.—1886.				AGGREGATE.		
STATION.	No. of Can- didates.	English Language.	English Grammar.	History and Geo- graphy.	Science.	Drawing and Book- keeping.	Arithme- tic.	Algebra.	Geometry.	No. of Can- didates.	Latin.		No. of Can- didates.	French.
Amherst	30	58.	52.7	41.1	40.7	49.9	71.4	65.9	58.2	14	59.2	.....	.....	465.6
Annapolis	25	48.	36.9	35.6	34.6	48.2	60.4	67.7	55.	.....	.....	.....	.....	386.4
Antigonish	37	40.3	39.7	30.7	29.1	37.2	59.6	53.5	47.3	5	26.8	10	47.	357.7
Arichat	19	43.8	63.1	32.7	28.4	39.9	64.7	57.4	57.6	4	49.8	12	60.8	436.6
Baddeck	37	49.3	46.2	37.7	29.	36.8	62.4	59.3	49.8	10	14.3	1	27.	370.3
Barrington	15	50.5	49.2	39.7	33.1	40.6	68.1	64.7	51.1	.....	.....	.....	.....	306.9
Bridgetown	46	42.7	39.3	38.4	30.3	45.5	58.8	62.3	48.3	.....	.....	3	60.3	363.6
Canso	9	39.3	39.3	24.4	18.7	31.1	51.3	40.9	28.1	3	17.	1	22.	276.2
Cheticamp	8	34.9	49.3	23.1	16.3	25.3	42.4	26.4	35.	.....	.....	4	82.5	296.3
Clare	21	42.8	45.1	29.5	29.4	55.5	55.7	52.4	42.9	5	43.8	16	77.9	422.4
Digby	19	52.5	40.	39.3	27.8	45.4	52.1	54.5	42.2	2	19.5	.....	.....	355.3
Guy-boro.	18	48.9	49.6	45.8	28.5	46.3	56.8	58.4	42.8	.....	.....	.....	.....	377.2
Halifax	139	53.7	52.4	45.8	36.4	53.9	65.9	73.1	68.7	85	44.6	15	44.7	482.2
Kentville	51	48.2	35.	37.3	31.9	42.1	50.3	50.5	44.8	1	14.	15	30.9	347.6
Liverpool	38	52.9	57.2	41.9	36.1	50.2	66.5	68.	55.6	5	48.4	2	83.5	439.8
Lockeport	23	51.7	52.2	38.7	39.3	43.3	58.2	65.2	52.9	12	36.4	12	39.6	440.6
Lunenburg	41	57.5	44.9	45.6	42.6	48.	68.3	64.5	59.6	2	33.	2	27.5	433.1
Maitland	31	49.5	44.3	36.1	30.5	47.7	59.	59.3	51.5	2	68.	.....	.....	380.9
Margaree Forks	19	35.5	56.9	25.5	20.5	29.4	56.1	64.5	50.9	.....	.....	.....	.....	339.3
New Glasgow	63	41.1	52.2	34.9	30.6	59.3	62.1	53.2	49.5	12	16.9	20	37.7	412.3
North Sydney	41	44.4	47.7	28.7	21.9	40.	67.7	52.7	36.6	.....	.....	1	82.	344.7
Parrsboro	25	47.2	39.6	36.8	35.7	54.6	65.1	57.6	57.1	6	25.8	.....	.....	308.2
Pictou	57	49.7	47.3	31.6	33.7	45.6	50.9	52.4	44.9	12	41.5	18	60.2	384.9
Port Hawkesbury	21	38.5	33.4	23.9	26.1	26.9	47.	49.3	46.1	.....	.....	.....	.....	291.2
Port Hood	22	44.2	45.8	33.2	25.	33.	45.3	43.6	33.5	7	18.3	5	51.4	318.7
Sheet Harbor	13	51.9	34.4	39.2	27.6	45.4	57.7	44.	47.6	1	52.	.....	.....	351.9
Shelburne	12	58.3	59.6	45.8	35.9	51.8	67.6	73.1	55.2	.....	.....	.....	.....	447.3
Sherbrooke	13	52.9	51.4	50.8	33.4	53.8	61.8	66.6	60.9	.....	.....	.....	.....	431.5
Springhill	15	56.	54.9	36.	38.3	64.9	69.3	62.1	55.3	.....	.....	.....	.....	436.1
Sydney	43	43.9	48.9	33.3	26.6	38.7	76.8	71.3	43.7	8	18.1	5	41.8	392.5
Tatamagouche	41	53.	49.9	41.6	37.4	57.1	69.7	73.4	56.5	.....	.....	.....	.....	431.
Truro	121	57.4	58.4	42.	36.7	56.6	67.4	68.4	58.3	.....	.....	12	34.1	469.3
Windsor	34	52.1	50.7	38.7	33.4	47.7	64.1	66.4	56.1	4	39.	.....	.....	412.4
Wolfville	15	45.7	35.4	31.	25	49.3	56.1	51.4	45.1	7	22.1	.....	.....	346.2
Yarmouth	41	51.9	42.6	33.6	34.6	54.2	74.7	71.3	59.6	7	42.7	19	73.1	454.2
Average Provincial Mark.	1203	48.2	47.	36.3	31.	45.6	60.9	59.	50.	286	34.	173	52.3	391.3

AVERAGE OF MARKS MADE IN EACH SUBJECT AT EACH STATION.—(Continued.)

PROVINCIAL EXAMINATION.										IMPERATIVE, GRADE C.—1898.					OPTIONAL, GRADE C.—1898.					AGGREGATE.
STATION.	No. of Candidates.	English Language.	English Grammar.	History and Geography.	Science.	Drawing and Looking.	Arithmetic &c.	Algebra.	Geometry.	No. of Candidates.	Latin.	No. of Candidates.	Greek.	No. of Candidates.	French.	No. of Candidates.	German.			
Amherst	20	54.8	61.3	51.6	43.7	36.7	57.1	56.1	58.9	1	22.5	1	...	...	...	...	...	430
Annapolis	19	44.6	44.9	41.6	34.9	19.6	53.3	46.0	38.9	...	...	...	...	...	...	...	...	302.5
Antigonish	23	40.5	62.0	31.9	34.9	25.6	53.3	42.0	45.1	...	...	...	...	...	...	...	...	305.5
ARK but.	14	44.2	61.7	47.3	33.7	25.6	53.3	42.0	45.1	...	...	...	...	...	...	...	...	306.6
Bathurst	16	44.5	63.1	48.2	33.7	25.6	53.3	42.0	45.1	...	...	...	...	...	...	...	...	307.1
Bellefleur	12	45.3	49.5	38.1	33.1	23.1	53.3	42.0	45.1	...	...	...	...	...	...	...	...	307.4
Barrington	57	56.1	57.4	47.9	35.1	27.2	53.3	42.0	45.1	...	...	...	...	...	...	...	...	307.4
Bridgetown	45	48.4	50.6	47.9	35.1	27.2	53.3	42.0	45.1	...	...	...	...	...	...	...	...	307.4
Canso	1	29.3	52.3	33.1	33.7	19.3	47.3	35.3	33.7	...	...	...	...	...	...	...	...	307.4
Chatham	4	57.1	62.4	53.7	34.9	30.7	53.3	51.4	53.6	...	...	...	...	...	...	...	...	307.4
Chatham	19	53.1	52.4	35.7	34.9	30.7	53.3	51.4	53.6	...	...	...	...	...	...	...	...	307.4
Chatham	9	40.4	33.9	33.3	26.7	30.4	53.3	51.4	53.6	...	...	...	...	...	...	...	...	307.4
Chatham	121	45.5	58.5	33.3	34.9	30.7	53.3	51.4	53.6	...	...	...	...	...	...	...	...	307.4
Chatham	43	43.7	43.7	38.4	29.6	31.7	44.1	41.8	38.4	...	...	...	...	...	...	...	...	307.4
Kent's Ile.	20	51.2	72.1	53.7	37.5	35.7	70.7	68.8	53.4	...	...	...	...	...	...	...	...	307.4
Liverpool	12	33.6	66.7	61.7	43.7	31.2	70.7	68.8	53.4	...	...	...	...	...	...	...	...	307.4
Lockport	33	56.5	62.4	57.9	38.8	33.2	70.7	68.8	53.4	...	...	...	...	...	...	...	...	307.4
Lunenburg	17	54.5	58.0	33.3	33.6	38.5	70.9	68.8	53.4	...	...	...	...	...	...	...	...	307.4
Maland	3	52.3	68.7	61.7	43.7	31.2	70.7	68.8	53.4	...	...	...	...	...	...	...	...	307.4
Margaret Works	46	42.9	61.1	44.1	33.2	18.7	62.3	73.3	43.6	...	...	...	...	...	...	...	...	307.4
New Glasgow	12	46.3	54.3	44.2	33.2	29.3	59.5	60.1	43.6	...	...	...	...	...	...	...	...	307.4
North Sydney	8	50.5	62.5	54.9	47.5	38.5	59.5	60.1	43.6	...	...	...	...	...	...	...	...	307.4
Parishboro	48	46.4	62.5	54.9	47.5	38.5	59.5	60.1	43.6	...	...	...	...	...	...	...	...	307.4
Pictou	17	36.6	60.5	43.6	24.1	23.1	54.1	51.7	50.3	...	...	...	...	...	...	...	...	307.4
Port Hood	31	46.5	63.3	43.6	25.3	23.3	54.1	51.7	50.3	...	...	...	...	...	...	...	...	307.4
Port Hawkesbury	4	63.1	67.3	37.3	37.7	42.8	79.2	35.7	35.8	...	...	...	...	...	...	...	...	307.4
Shelburne	10	41.2	67.3	37.3	37.7	42.8	79.2	35.7	35.8	...	...	...	...	...	...	...	...	307.4
Shelburne	4	27.3	36.1	33.3	10.7	17.6	25.3	16.5	51.8	...	...	...	...	...	...	...	...	307.4
Shelburne	13	48.7	64.6	34.5	36.6	46.6	45.4	61.3	46.9	...	...	...	...	...	...	...	...	307.4
Springhill	27	49.7	63.9	43.2	33.1	29.1	39.1	57.6	42.3	...	...	...	...	...	...	...	...	307.4
Sydney	30	48.1	63.9	43.2	33.1	29.1	39.1	57.6	42.3	...	...	...	...	...	...	...	...	307.4
Tatamagouche	53	56.3	64.4	43.3	37.1	45.5	60.3	50.2	50.1	...	...	...	...	...	...	...	...	307.4
Tatamagouche	25	51.1	56.6	40.6	31.5	41.7	60.4	50.2	50.1	...	...	...	...	...	...	...	...	307.4
Windsor	13	34.5	37.3	38.1	31.4	30.0	38.2	38.2	38.2	...	...	...	...	...	...	...	...	307.4
Wolfville	32	48.9	53.1	41.9	31.7	37.4	50.2	38.2	38.2	...	...	...	...	...	...	...	...	307.4
Yarmouth	804	47.2	57.4	45.2	33.5	30.9	55.2	35.3	49.2	...	...	...	...	...	...	...	...	307.4
Average Prov. Mark.										38	31.4	152	41.6	52.5	20	60.4		363.1		

AVERAGE OF MARKS MADE IN EACH SUBJECT AT EACH STATION.—(Continued.)

PROVINCIAL EXAMINATION. IMPERATIVE, GRADE B.—1906.										OPTIONAL, GRADE B.—1906.										AGGREGATE DATE.
STATION.	No. of Candi- dates.	English Language.	English Grammar.	History and Geography.	Physiology.	Physics.	Practical Mathematics.	Algebra.	Geometry.	No. of Candi- dates.	Latin Com- position.	Latin Authorn.	No. of Candi- dates.	Greek Com- position.	Greek Authorn.	No. of Candi- dates.	French.	No. of Candi- dates.	German.	
Amherst	14	64.4	61.6	33.2	34.3	36.9	46.7	54.7	69.9	10	82	49.5	1	46	38	5	51	5	430.1	
Annapolis	9	62.9	50.6	43.6	35.9	32.2	50.6	46.1	61.1	10	82	49.5	1	46	38	5	51	5	472.4	
Antigonish	14	51.9	46.4	33.6	35.9	32.2	49.3	46.1	61.1	10	82	49.5	1	46	38	5	51	5	434.7	
Arichat	1	71.3	66.1	55	43.7	45.3	64.7	67.3	67.3	1	18	33	1	10	..	1	28	1	330.4	
Barrington	1	48.6	64.1	22.1	31.9	17	35.2	43.6	38.7	1	18	33	1	10	..	1	28	1	429	
Bridgetown	23	55.9	53.3	46.6	33.3	34.7	44.7	46.7	64.7	40	43	53	13	36	53	3	43	3	416.6	
Casco	3	56	45.7	43.3	34.3	36.7	51.7	46.7	64.7	40	43	53	13	36	53	3	43	3	480	
Chatham	3	53	71.3	56.3	34.3	36.7	51.7	46.7	64.7	40	43	53	13	36	53	3	43	3	460	
Clare	11	70.8	59.4	34.2	34.3	36.7	51.7	46.7	64.7	40	43	53	13	36	53	3	43	3	460	
Digby	11	50.5	49.6	38.5	35.3	36.7	51.7	46.7	64.7	40	43	53	13	36	53	3	43	3	362.9	
Guysboro	66	62.5	49.3	44.5	35.5	36.7	51.7	46.7	64.7	40	43	53	13	36	53	3	43	3	403.6	
Halifax	35	57.9	50.5	46.9	35.5	36.7	51.7	46.7	64.7	40	43	53	13	36	53	3	43	3	356.5	
Ken'sville	11	61.3	42.9	46.2	35.5	36.7	51.7	46.7	64.7	40	43	53	13	36	53	3	43	3	455.4	
Liverpool	3	67.3	60	43.3	43.7	43.3	43	56.6	74.4	37	30	52	13	36	53	3	43	3	480.6	
Lockeport	3	68.6	47.7	43.3	43.7	43.3	43	56.6	74.4	37	30	52	13	36	53	3	43	3	439.3	
Lunenburg	9	68.6	47.7	43.3	43.7	43.3	43	56.6	74.4	37	30	52	13	36	53	3	43	3	443.6	
Maitland .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Margate Forks .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Glasgow	23	70.2	56.8	57.2	51.9	36.6	51.8	45.7	61.8	8	36	41.8	..	..	..	..	..	..	462
North Sydney	3	52.9	62.1	53.1	45.3	34.9	38.6	52	62.3	6	36	41.8	..	..	..	..	..	..	454.8
Parrsboro	3	51	66	60	45.3	34.9	38.6	52	62.3	6	36	41.8	..	..	..	..	..	..	410.3
Pictou	26	63.3	49.3	37	46.6	38.2	50.1	33	64.2	19	36	41.8	..	..	..	..	..	..	471.9
Port Hawkesbury	2	53	32.5	42.5	46.6	33.5	32.5	40	66.5	8	21.6	24.3	..	..	..	..	..	..	340.6
Port Hood	11	45.4	46.9	32.3	22.5	22.5	47.5	32.2	66.5	8	21.6	24.3	..	..	..	..	..	..	364.5
Shert Harbor .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shelburne	11	62.4	53	57.7	56.4	34.9	64.9	69.4	69.9	..	..	..	..	..	..	..	..	..	466.5
Sherbrooke	1	71	56.2	40.8	38.2	31.5	53.3	51.8	73	..	..	..	..	..	..	..	..	..	407
Springhill	9	65.8	53.8	45	42.2	45.8	52.4	66.7	65.3	..	..	..	..	..	..	..	..	..	423
Sydney	3	74	70	51.7	63	60	63.3	79.3	90.7	..	..	..	..	..	..	..	..	..	462.7
Tatamagouche	36	62.4	62.6	42.2	38.6	34.9	45.1	63.3	70.6	24	32.2	33.5	10	35.6	10	11	31.9	3	532	
Truro	14	49	46.1	40.1	38.6	34.9	45.1	63.3	70.6	1	42	45.3	..	..	..	..	..	..	529.3
Windsor	4	44	50.8	47.5	43.8	49.3	57.2	61.3	60.9	3	26.7	36.7	3	11.7	3	..	..	..	366.8
Wolfville	15	54.1	52.1	45.7	42.9	49.3	57.2	61.3	60.9	8	24.5	45.3	1	25	10	9	65.3	4	473	
Yarmouth .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	497.4
Average Prov. Mark. 390	..	59.3	54.5	44.3	45.9	35.9	50.1	56.4	61.4	104	26.1	47.2	37	27.1	36	48.8	49.7	17	453.5	

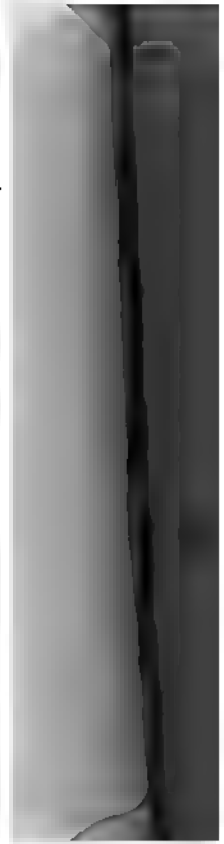
AVERAGE OF MARKS MADE IN EACH SUBJECT AT EACH STATION.
PROVINCIAL EXAMINATION, GRADE A-1898.

STATION.	ENG. LANG.		ENG. LIT.		HIST.		PSYCHO-LOG.		SAC. SCIENCE.		LAT. COMP.		CÆSAR.		CICERO and SALLUST.		VIRGIL HORACE.		ROM. HIST.		GREEK COMP.		XERO. PHON.		DEMOS. THENES.		HOMER.		GREC. HIST.		
	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	No. of Candidates.	Average Mark.	
Amherst	2	56.5	2	78.5	2	55	2	47.5	2	61	2	35.	2	64	2	51	2	68.	2	50.	1	26.	1	64	1	62	1	40	1	55.	
Annapolis	9	47	8	68.5	8	51.2	8	57.	8	45.0	2	26.5	7	56.3	2	52	7	43.4	5	47.9	1	36	1	54.	1	50.	1	60	8	64.4	
Arichat	2	64.5	2	59	2	55	2	49.5	2	28.5	2	25.5	2	53.	2	39	2	54	2	55	2	29.5	2	43.	1	48.	2	48.	2	62.5	
Digby	4	52	2	68.	2	42.5	1	72	3	31.7	3	36	3	66.7	3	55.3	3	62.	3	38.6	1	56	1	66.	2	61	2	47.	3	60.	
Guysboro	2	59	2	64.							2	29	2	80.	2	74.	2	59.	2	77											
Halifax	6	41.3	3	76.3	3	55.	3	62.3	6	62.2	2	30	2	60.	1	70	2	55.5	1	66.	4	53.8	3	62.3	1	54.	1	70		68.8	
Kentville	9	52.4	8	54.1	7	38.6	7	48.3	8	56.9	0	36.3	7	67	7	56.	8	51.4	7	80.7	7	41.4	7	44.1	6	53.2	7	61		65	
Liverpool	2	54.	1	80		55	1	68.		67							58	1	74.	2	50		1	30					60.		
Pictou	16	53.4	13	67.4	16	54.4	16	60.3	16	48.	10	36.3	14	67.6	12	65.5	15	57.2	14	55.5	13	53.8	10	37.1	10	50.9	10	43.8	10	63.8	
Port Hood	1	84	1	80		60		54	1	73.	1	36.	1	56.	1	58	1	62.	1	35.		30	1	48	1	64.	1	64		80	
Shelburne	1	46	1	50	1	70		53		39.	1	20	1	53.	1	47	1	59.	1	60		41	1	48.	1	40	1	54.		71.	
Sydney	2							62.			1	40			1	74.	1	46.	1	86		2	37								
Truro	13	61	12	61	11	53.6	11	61.7	12	56.5	12	41.6	11	74.3	11	65.6	11	66.4	12	65.	11	60.	12	46.1	10	59	10	59.9	10	59.4	
Yarmouth	11	55.8	9	56.4	9	55.5	11	65.2	10	52.7	2	38	3	56.7	1	68	6	45.	1	51.	2	49.	2	69.	2	54.	2	78	9	63.2	
Av. Prov. Mark	60	56	67	68.9	63	53.8	65	58.1	69	51.5	46	33.1	55	62.9	46	59.6	62	57.2	53	62.6	42.5	43	40	37	55.5	30	53.6	56	56.9	61	63.3

AVERAGE OF MARKS MADE IN EACH SUBJECT AT EACH STATION.

PROVINCIAL EXAMINATION, GRADE A.—1896.—(Continued.)

STATION.	PHY-SICS.		CHEM-ISTRY.		BOTANY.		ZOO-LOGY.		GEO-LOGY.		ASTRO-NOMY.		NAVI-GATION.		TRIG.		ALGE-BRA.		GEOM-ETRY.		FRENCH COMP.		FRENCH AUTH.		GER. COMP.		GER. AUTH.		AGGRE-GATE.
	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	No. of Can-didates.	Average Mark.	
Amherst	1	77.	2	39.5	2	39.5	1	48.	2	45.	1	80.	1	50.	1	100.	1	93.	2	65.	...	1	96.	...	...	...	...	...	1210.
Annapolis	6	36.3	6	29.	5	35.8	5	38.2	5	29.6	9	56.1	6	62.2	7	39.4	5	35.	7	50.7	1	40.	3	89.	...	...	1	87.	1030.8
Arichat	2	33.	1	55.	1	39.	1	31.	1	37.	1	63.	1	49.	2	65.	2	80.	2	70.5	1	25.	1	76.	...	...	1	65.	1228.5
Digby	1	44.	1	51.	...	...	...	...	...	...	1	74.	2	52.5	1	44.	1	56.	3	68.	1	52.	2	53.	...	...	...	...	1326.
Guysboro	2	33.5	...	...	...	...	...	...	...	...	...	...	...	...	2	44.5	...	...	...	...	2	38.5	2	93.5	...	...	...	...	...
Halifax	5	34.6	5	36.4	3	47.	3	46.	3	29.	3	60.	3	55.	3	53.3	4	35.3	3	44.7	2	42.	2	91.	1	61.	1	94.	1123.7
Kentville	3	41.	3	41.	2	36.5	5	36.	6	47.3	3	58.	3	48.3	4	46.	2	38.	3	56.7	...	...	...	...	5	63.8	5	88.2	1064.9
Liverpool	1	41.	1	35	1	45.	1	43.	1	23.	1	72.	1	77.	1	35.	1	25.	1	48.	...	...	1	98.	...	...	...	...	1127.
Pictou	8	44.4	7	28.6	5	50.6	5	52.2	5	42.	6	56.	7	58.7	14	58.4	9	68.	14	57.9	2	50.	12	88.9	1	27.	6	85.3	1148.5
Port Hood	1	41.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	96.	1	57.	1	87.	...	...	...	...	1217.
Shelburne .....	...	...	1	8.	...	...	...	...	...	...	...	...	...	...	1	20.	1	45.	1	48.	...	...	...	...	...	...	...	...	948.
Sydney .....	...	...	...	...	...	...	...	...	...	...	1	50.	1	54.	1	70.	2	75.	1	86.	...	...	...	...	...	...	...	...	...
Truro	8	53.3	1	27.	...	...	...	...	...	...	1	74.	6	59.	11	66.1	5	64.6	11	68.	1	27.	1	81.	...	...	...	...	1239.1
Yarmouth	9	35.9	8	24.3	8	35.1	8	45.6	8	42.1	8	68.8	8	50.4	10	52.6	9	62.2	10	47.7	5	45.2	6	82.3	1	52.	6	84.7	1085.1
Average Prov. Mark	47	42.9	36	34.1	27	41.1	29	42.5	31	36.9	35	64.7	39	56.	58	53.4	42	56.4	59	62.1	16	41.9	32	85.1	8	51.	20	84.	1145.7



ANNUAL REPORT

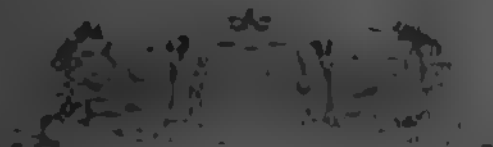
OF THE

SUPERINTENDENT OF EDUCATION

IN

Public Schools of Nova Scotia,

For the Year ended 31st July, 1897



HALLOW, N.S.

PRINTED BY THE N.S. EDUCATION DEPARTMENT, 1897.

THE N.S. EDUCATION DEPARTMENT.



ANNUAL REPORT

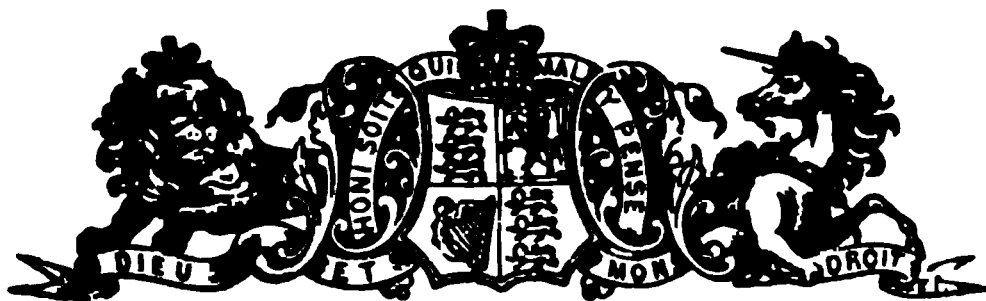
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Public Schools of Nova Scotia,

For the Year ended 31st July, 1897.



HALIFAX, N. S.:
COMMISSIONER OF PUBLIC WORKS AND MINES, QUEEN'S PRINTER.
1898.

HERALD PRINTING HOUSE, HALIFAX, N. S.

EDUCATION OFFICE.

Halifax, February, 1898.

Sir:—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended July 31, 1897.

I am, with respect,

Your obedient servant,

A. H. MACKAY,
Superintendent of Education.

To the HON. GEORGE H. MURRAY, M.P.P.,
Provincial Secretary.

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PUBLIC SCHOOL, CANSO, N. S., 1890.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

1896-97.

TO HIS HONOR MALACHY BOWES DALY,
Lieutenant-Governor of Nova Scotia:

MAY IT PLEASE YOUR HONOR,—

I beg in accordance with the law, to submit my annual report on the Public Schools of the Province, for the School Year ended 31st July, 1897.

For much detail that might otherwise appear in this Annual Report, I refer you to the two numbers of the Journal of Education, issued according to law in April and October respectively, which contain among other items, a list of teachers, with the amount of the Provincial Grant paid to each, and of the school sections, with the amount of County fund distributed to each.

GENERAL SUMMARY.

Progress during the year was general in nearly all departments.

Sections without school were reduced from 171 to 153.

Schools increased from 2,312 to 2,346.

Pupils of all grades increased from 101,032 to 101,158.

The average daily attendance increased at a more rapid rate, the 54,015 of the previous year having become 54,922, indicating an increased attendance every day at school of 907.

The number of teachers increased from 2,312 to 2,346; but much more promising for the future of education, the "Normal" trained teachers increased at a higher rate, the 690 of last year having become 752.

The numbers of trained teachers employed in the schools of the province during each of the last five years are as follows:

1893.	1894.	1895.	1896.	1897
403.	499.	616.	690.	752.

This shows that gently but surely we are making steps in the direction of all the leading educational countries of the world which have already made professional training of a very thorough character necessary for all teachers. Our method of options appears to be well enough adapted to our present stage of development. It gives a chance yet, without any restrictions, to the impecunious student to earn money for his advancement to some profession; but it is also giving a chance to the trained teacher to remain in the teaching profession. That this change is going on so gradually and smoothly is the highest praise for the method. This programme will have to run for many years at this rate, however, before we shall be in this respect in the position of the leading states of Europe and America to-day.

Although from the increase in the number and rank of our teachers the fixed provincial grant of \$182,500 caused the allowance to each to fall \$1.18 on each \$60, it is gratifying to know, that trustees on the average have so much appreciated the improved character of the teachers that not only was this deficit made good by the sections, but more than made good. It is no small satisfaction to find, that although teachers' salaries have been falling, as a rule, during the last five years in the most of the provinces, under our present arrangements they have for the same period been steadily increasing, and that notwithstanding the gradual lowering of the provincial grant to each, salaries during the past year actually increased, on the average. The increases were as follow:

Class.	A.	B.	C.	D.
Male Teachers	\$46.94	\$7.85	\$9.07	\$2.26
Female Teachers	29.52	0.84	1.04	1.53

This increase was the spontaneous offering of the people in their desire to hold or obtain teachers with good records. Without increasing remuneration we cannot expect the profession to improve much. Our future progress is conditioned by salary and the general cost of living, as well as by the adoption of improved accommodations, apparatus and methods.

That this continued improvement is not due solely to the reduction in the number of licenses issued is suggested by the following figures showing the number of licenses granted each year since 1893:

	1893.	1894.	1895.	1896.	1897.
Licenses Granted	218.	250.	365.	513.	571.

Four hundred more candidates than went up to the Provincial High School Examination in 1896, presented themselves for examination in 1897. But as a small fee was required to be paid by those not taking the examination in regular order, the cost of the examination was less. The great rush of candidates to examination did not mean, it appears, a sudden advance in preparedness, so much as it indicated over sanguine expectations. Out of 2,917 only 957 obtained the grades applied for, although 1,415 received certificates of some grade. The unprecedented growth in popularity of this voluntary examination system, as well as the annual "ups and downs" which appear to follow a regular alternation law, are shown at a glance in the table below:

	1892.	1893.	1894.	1895.	1896.	1897.
Candidates Examined	1,432	1,506	1,922	2,399	2,517	2,917
Rec. Grade applied for. . . .	175	598	760	684	1,313	957

It must be remembered, too, that the standard since 1893 was being gradually raised until 1897, when the accommodation expedients authorized during the transition from the old to the new course could be completely dropped. Some of our best institutions have their bad years, due sometimes to poor teachers in the preparatory schools, as well as accidents in the high school departments. On such occasions the results of examination produce a profound feeling of local dissatisfaction—which it should—to be succeeded in the following year, when successful, with a corresponding sense of satisfaction. It is invaluable as an impartial and auxilliary test of the thoroughness of the work of county academies, in addition to its numerous other uses, and notwithstanding the imperfections which attach to all possible examination systems.

And lastly, both the Provincial Normal School and the Provincial School of Agriculture affiliated to it, have continued to improve in the preparation of teachers suited to the needs of the province. They help to make clear that the form of education in the common schools best fitted to lay the foundation of a patriotic interest in the soil, industries and life of the province, is also the best for the foundation of the education of the future professional classes; and that the elementary stages of public school work might therefore be safely directed without exception towards the stimulation of an industrial bias, instead of solely directing the pupils towards that academic instruction, more particularly leading to the learned professions so-called.

To meet the wishes of employed teachers the Concil of Public Instruction ordered the School of Agriculture to be kept in session during the summer holidays. No less than twenty-six teachers availed themselves of the advantages thus offered last summer. It

will be seen that this institution is being utilized the whole year round, and that teachers are willing to sacrifice their holidays in improving their knowledge of the elements of industrial education. With a similar motive a large number of teachers attended at their own expense the Summer School of Science held in Yarmouth during the summer vacation.

STATISTICAL ABSTRACT.

For a general view of the more important details of the state and progress of education during the year, the following abstract of the statistical tables is presented here:—

1.—SECTIONS.

	1896.	1897.	Decrease.	Increase.
School Sections in Province	1896	1896	....	....
Sections without school	171	153	18	....

2.—SCHOOLS.

Schools in operation	2312	2346	....	34
“ session 50 days or under ..	13	15	....	2
“ “ 50 to 100 days	55	54	1	....
“ “ 100 to 150 “	138	122	16	....
“ “ 150 to 200 “	291	293	....	2
“ “ 200 (under full term)	935	1033	....	98
“ “ full term, 216 days..	880	829	51	....
Average days in session	199.8	202	....	2.2

3.—TEACHERS.

Number of Teachers	2438	2485	....	47
Number of Teachers Normal trained..	690	752	....	62
Class A, Male	50	53	....	3
“ A, Female	10	8	2	....
“ B, Male	157	141	16	....
“ B, Female	199	225	....	26
“ C, Male	181	186	....	5
“ C, Female	840	838	2	....
“ D, Male	194	196	....	2
“ D, Female	807	838	....	31
Total Male Teachers.....	582	576	6	....
Total Female Teachers	1856	1909	....	53
New Teachers	361	449	....	88
Teachers, Service 1 year or under	452	564	....	112
“ “ 1 to 2 years.....	246	284	....	38
“ “ 2 to 3 years.....	265	221	44	....

		1896.	1897.	Decrease.	Increase.
"	"	3 to 4 years	239	226	13
"	"	4 to 5 years	224	194	30
"	"	5 to 7 years	316	316	. . . . .
"	"	7 to 10 years	251	234	17
"	"	10 to 15 years	197	199	. . . . . 2
"	"	15 to 20 years	122	133	. . . . . 11
"	"	20 to 30 years	112	98	14
"	"	30 and over	14	15	. . . . . 1

4.—ATTENDANCE.

	1896.	1897.		
Pupils on register, 1st quarter	78,766	79,961	...	1,195
" " 2nd "	89,088	89,731	...	643
" " 3rd "	92,983	93,624	...	641
" " 4th "	100,244	100,356	...	112
Av. Daily Attend., 1st quarter	54,088	55,016	...	928
" " 2nd "	52,754	53,554	...	800
" " 3rd "	* 51,450	51,316	134	.....
" " 4th "	53,797	55,382	...	1,585
Tot'l Days' Attend. for year.	11,061,572	11,205,968	...	144,396

5.—CLASSIFICATION OF PUPILS.

Grade I (and Kindergarten).	18,893	19,116	...	223
" II	13,384	13,232	152	.....
" III	12,385	12,541	...	156
" IV	13,195	13,007	188	.....
" V.	10,893	11,136	...	243
" VI	9,138	9,193	...	55
" VII	9,913	9,305	608	.....
" VIII	7,115	7,064	51	.....
Total in Common Schools .	94,916	94,594	322	.....
Grade IX	4,008	4,202	...	194
" X.	1,482	1,692	...	210
" XI	536	590	...	54
" XII	90	72	18	.....
Total in High Schools ..	6,116	6,556	...	440
Total in Public Schools ..	101,032	101,150	...	118
Full Academic High School Students	1,539	1,638	...	99
Full Non-Academic do. do..	2,928	3,169	...	241
Partial high school students.	1,649	1,749	...	100

* Av. Daily Attendance for 3rd quarter 1896 is incorrectly given in Table IV Page 8, through a clerical error.

6.—SECTION STATISTICS.

	1896.	1897.	Decrease.	Increase.
Property in section..	\$78,847,559	\$80,738,448	.....	\$1,890,889
School property in sec..	1,513,131	1,484,635	28,496	.....
Vote at annual mtg...	450,972	448,263	2,709	.....
Buildings and repairs ..	75,881	55,453	20,428	.....
Teachers' salaries	353,921	357,427	.....	3,506
Vols. in school library	7,929	9,514	.....	1,585
Maps, charts, globes, etc	7,138	7,709	.....	571
Scientific app. and col.	\$10,775	11,235	.....	460
Total lit. and scien. app.	\$38,876	37,492	1,381	.....

7.—TOTAL EXPENDITURE.

Total Provincial Grants	\$242,345	\$242,811	.....	466
Total County funds	120,018	119,602	416	...
Total Section assessment	450,972	448,263	2,709	...
<hr/>				
Total expenditure, Public Education	\$813,335	\$810,676	2,659	...

8.—ENROLMENT AND AVERAGE ATTENDANCE OF PUPILS.

Total annual enrolment	101,032	100,847	185	...
Daily present on an average.....	54,015	54,922	.....	907

9.—TOTAL COST PER PUPIL.

In annual enrolment	\$ 8.05	\$ 8.03	\$0.02	...
Daily present on an average	15.06	14.76	0.30	...

10.—COST TO (a) SECTION, (b) COUNTY, AND (c) PROVINCIAL FUNDS.

(a.) Section Assessment per Pupil.

In annual enrolment	\$ 4.46	\$ 4.44	\$0.02	...
Daily present on an average	8.35	8.16	0.19	...

(b.) County Assessment per Pupil.

In annual enrolment	\$ 1.18	\$ 1.18	...	...
Daily present on an average.....	2.22	2.17	\$0.05	...

(c.) Provincial Grant per Pupil.

In annual enrolment	\$ 2.40	\$ 2.40	...	...
Daily present on an average	4.49	4.42	\$0.07	...

HISTORICAL CONSPECTUS OF STATISTICS.

The statistics presented in the two following tables are taken from the Education Reports as they appear in the Journals of the House of Assembly. Before 1865 no statistics showing the "average daily attendance" at school are given; so that the annual cost per pupil "enrolled" can be calculated, but not the annual cost per pupil "in daily attendance," which is the general standard of comparison adopted in educational statistics. The standard cost per pupil is shown in the table after 1865; and it can readily be reduced, for the purpose of comparison, to the annual cost per pupil "enrolled," by taking the percentage of the same shown in the fifth column, "average percentage of enrolled pupils in daily attendance."

The number of pupils enrolled contains, especially in the earlier history of our schools, many who attended but a few weeks. That fact contributes to the lowering of the annual cost per pupil in these early years. It is a matter of regret that the average daily attendance during these years had not been recorded in the reports to the legislature.

Until 1841 we find the statistics of the cost of elementary schools alone summed together. After that the grants to secondary schools are included. And after 1864 the grants to the colleges are included in the Provincial Grant until 1881, when they ceased, amounting then to \$15,800.00 a year.

Instead of giving the total number of pupils enrolled each year after 1864, the average of the summer and winter enrolment is given, which is a less exaggerated measure of the school going population. And after 1892 the average of the numbers on the roll each quarter of the year is given, as well as the average of quarterly "daily attendance," which make these figures still freer from accidental exaggerations.

In 1893 there was a transition from the two termed school year to the one termed school year with four quarters; and as it was deemed advisable that the school year should terminate in the midst of the long summer vacation—on the last day of July instead of the last day of October—the school year ended 1893 had but three-quarters of a calendar year.

BEFORE THE FREE SCHOOL SYSTEM.

Year	No. of Teachers.	No. of Pupils enrolled.	Local funds \$4=£1.	Provincial Grants, \$4=£1.	Total Cost of Schools.	Annual Cost per pupil "enrolled."	REMARKS.
1820					\$ 34,720		
4	217	5,514					
8		6,639					
9		12,000					
1831	375	12,941	\$ 48,792				
2	423	11,771	31,367	\$ 7,338	38,705	\$3 29	Common Schools only.
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910					
2	854	29,382	83,973	36,122	120,095	4 09	
3	939	29,723	92,272	34,396	126,668	4 26	Common and High Schools.
4	985	30,979	88,190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	29,579	93,611	42,675	136,286	4 61	"
2	967	32,762	107,407	47,982	155,389	4 74	"
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
■	....	31,307	104,047	42,355	146,402	4 68	A. Forrester.
7	1002	34,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1069	35,293	121,878	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,483	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

UNDER THE FREE SCHOOL SYSTEM.

Years.	Av. No. of Teachers W. and S. Terms.	Average enrolment of Winter and Summer Terms.	Average Daily Attendance Winter & Summer Terms.	Av. % of enrolment in Daily Attendance.	School Section Assessments.	County Assessment.	Provincial Grants.	Total Cost of Public Education.	Annual cost per pupil in Daily Attendance.	REMARKS.
1865	915	39,481	23,572	60.0	\$124,673	....	\$ 87,085	\$211,758	\$ 8.98	T. H. Rand.
6	1059	50,574	29,239	57.8	176,332	55,492	130,821	368,533	12.60	
7	1310	65,896	36,943	56.1	262,913	91,477	162,000	516,390	13.08	
8	1390	68,612	39,731	57.2	298,680	91,958	164,750	555,387	13.98	
9	1515	74,139	43,078	58.1	286,754	91,769	167,387	545,901	12.67	
1870	1569	75,279	42,177	56.0	206,100	91,782	174,602	532,524	12.62	A. S. Hunt.
1	1620	75,995	43,612	57.4	247,209	91,702	176,174	515,145	11.81	
2	1592	73,638	40,806	55.4	245,759	95,461	171,305	512,615	12.50	
3	1624	74,297	41,392	55.3	265,274	105,029	165,562	535,865	12.84	
4	1658	76,277	44,143	55.0	287,349	107,311	175,013	569,663	12.90	
5	1775	79,123	44,229	55.3	320,130	107,396	185,665	613,091	13.89	
6	1810	79,813	45,373	56.3	338,838	106,781	194,615	640,224	14.11	
7	1882	82,364	46,690	56.8	324,550	106,533	204,298	635,649	13.61	D. Allison.
8	1054	82,946	48,951	59.0	368,282	106,020	208,115	683,317	13.96	
9	1865	82,908	45,857	55.4	....	107,181	205,575	....	....
1880	1809	78,393	42,580	55.7	281,561	107,181	196,217	584,959	13.74	
1	1881	78,828	43,461	55.1	286,086	106,695	185,519	578,300	13.30	
2	1932	79,042	43,746	55.3	290,561	106,949	184,627	582,140	13.31	
3	1961	80,477	45,650	56.7	316,477	120,349	186,088	622,905	13.65	
4	2014	82,163	47,280	57.5	314,172	120,345	191,121	625,641	13.23	
5	2054	84,025	48,368	57.8	344,044	120,328	199,188	633,500	13.50	
6	2111	85,714	51,142	59.6	321,964	120,377	200,834	642,165	12.75	
7	2143	85,474	50,655	58.5	337,261	119,047	210,085	672,348	13.43	
8	2153	84,531	46,707	57.6	346,314	118,485	211,196	675,995	13.88	
9	2182	84,429	50,038	59.2	341,716	118,281	212,922	672,919	13.45	
1890	2214	85,482	49,620	58.0	377,529	118,340	213,434	709,312	14.29	
1	2229	83,548	49,347	59.0	393,977	118,301	213,006	725,284	14.69	A. H. MacKay.
2	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14.65	
3	2319	85,733	49,391	57.6	413,449	89,623	166,910	660,112	13.55	(1 year).
4	2351	87,505	49,808	56.9	454,200	120,507	220,436	795,144	15.96	
5	2390	89,120	51,528	57.8	453,144	118,900	238,769	811,804	15.75	
6	2438	90,270	53,023	58.7	450,972	120,018	242,345	813,335	15.34	
7	2485	90,918	53,817	59.2	448,203	119,613	242,811	810,676	15.06	

SIXTY YEARS AGO.

On the 22nd March, 1838, the report of the committee on Education for the year 1837 was read before the House of Assembly. The committee expresses itself strongly in favor of a uniform provincial system of education, and of compulsory assessment. The following two paragraphs of the said report are quoted to throw a glimpse of light on the state of public education and sentiment sixty years ago:

"With these views the committee decided to state the difficulties which pressed upon them frankly to the house, leaving it to a majority to decide either for or against assessment for the ensuing year. If they decided in favor, then, taking our population at 180,000, and assuming that the children of a school-going age, either between five and twelve, or seven and fourteen, amount to 26,000, we would require eight hundred and eighty-six teachers to educate the whole. To sustain these would require a very large sum, and deducting the amount now paid from the Provincial Funds, and all that is voluntarily contributed for the support of common schools, the

amount to be raised would be so considerable, that public opinion should be fully prepared for its imposition before such a law was passed."

"Should it be determined to continue the present law, the committee recommend that an additional £100 be added to the amount now granted under it; that a new and more equitable distribution of the whole sum be made, and that such improvements be carried out in the details as will make it more efficient. Among these the committee recommend the introduction of itinerating school masters in scattered settlements; and the admission of female teachers, who are often the most valuable that can be obtained, to some participation in the benefits of the law."

Since that day female teachers have been admitted to "some participation in the benefits of the law," as the figures of the report for 1897 testify.

SCHOOL EXPENDITURES PER CAPITA OF "AVERAGE ATTENDANCE" IN
THE UNITED STATES OF AMERICA AND NOVA SCOTIA FOR THE
SCHOOL YEARS ENDED AS FOLLOWS:

Year.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.
1871	\$15 20	\$18 31	\$10 27	\$9 06	\$14 87	\$21 87	\$11 81
1872	15 93	18 86	10 46	9 08	16 36	23 57	12 56
1873	16 06	19 89	9 25	8 39	16 53	25 04	12 94
1874	15 85	19 89	9 01	7 55	16 57	24 36	12 90
1875	15 91	20 17	8 98	7 51	16 69	26 85	13 86
1876	15 70	19 14	8 05	6 70	16 91	26 35	14 11
1877	14 64	17 89	7 68	6 25	15 93	24 69	13 61
1878	13 67	16 55	7 21	5 98	15 08	25 82	13 96
1879	12 97	16 05	6 76	5 65	14 22	23 39	
1880	12 71	15 64	6 60	5 40	14 39	22 59	13 74
1881	13 61	17 14	7 22	5 72	15 19	23 81	13 36
1882	14 05	17 35	7 63	6 25	15 79	24 32	13 31
1883	14 55	18 17	7 46	6 17	16 69	25 39	13 65
1884	14 63	18 37	7 44	6 26	16 90	24 69	13 23
1885	15 12	19 16	7 32	6 74	17 53	26 31	13 50
1886	15 06	19 11	7 33	6 93	17 45	25 52	12 75
1887	15 07	19 38	7 33	6 88	17 45	24 85	13 43
1888	15 71	20 60	7 61	6 60	18 29	27 38	13 88
1889	16 55	21 64	7 77	7 12	19 30	29 37	13 45
1890	17 23	23 58	7 78	7 28	19 70	30 57	14 29
1891	17 54	23 66	8 52	7 78	19 42	33 42	14 69
1892	18 20	24 89	8 74	7 82	20 13	33 55	14 65
1893	18 58	25 91	8 65	7 72	20 62	33 57	(13 55)*
1894	18 55	26 44	8 60	7 63	20 91	29 09	15 96
1895	18 98	26 84	8 59	7 69	21 60	28 91	15 75
1896	18 92	28 28	8 88	7 41	20 70	27 17	15 34

* Three-fourths of calendar year in Nova Scotia. U. S. A. Statistics are from the last Report of the Bureau of Education at Washington.

Total annual cost of education per pupil in daily attendance for full year in each state compared with that of the Province of Nova Scotia for the school year ended 1896:

Rhode Island	\$39 06
Nevada	38 96
Montana	38 22
Colorado	38 19
Massachusetts	36 78
District of Columbia	32 67

California	31	51
South Dakota	30	97
New York	30	02
North Dakota	29	26
Connecticut	28	86
New Jersey	28	26
Arizona	28	00
Wyoming	27	45
Wisconsin	24	64
Pennsylvania	24	49
Illinois	23	77
Vermont	23	08
Iowa	22	88
Minnesota	22	55
Washington	22	55
New Hampshire	21	92
Ohio	20	62
Maryland	20	57
Michigan	19	80
Oregon	19	40
Nebraska	19	31
Utah	18	61
Indiana	17	69
Maine	17	27
Kansas	16	36
NOVA SCOTIA	15	34
Missouri	15	34
Delaware	13	99
West Virginia	12	72
Idaho	12	22
New Mexico	11	44
Louisiana	10	90
Oklahoma	10	26
Kentucky	10	18
Texas	9	08
Florida	9	06
Virginia	8	69
Arkansas	7	17
Georgia	6	64
Mississippi	6	28
Tennessee	4	69
Alabama	3	58
North Carolina	3	58
South Carolina	3	11

THE STATISTICAL TABLES.

The statistics appear to be fully and correctly entered into the returns as a rule, evidence of misinterpretation or other defects cropping out in the summations of no more than one or two inspectors. A few typographical errors were made in the printing of the tables notwithstanding the care of the proof readers. These shall be pointed out as each table is considered in order.

TABLE I, (Page 3).

SCHOOL SECTIONS.

The number of these without school were reduced from 171 to 153. These sections are generally in poor and often remote or isolated regions. But sometimes the section is an ordinary or even prosperous community, in which for the time being there may be a majority of ratepayers who have little interest in maintaining a school, and refuse to vote sufficient funds at the Annual Meeting, for one year, or occasionally for years in succession.. In many cases the well meant but mischievous weakness of District School Commissioners, allowed the breaking up of fair sections into fragments, rather than resist the importunity of some foolish but persistent parent. When school is shut down in some of these small sections, it often happens that most of the children can and do attend school in one of the neighboring sections. It follows that the 153 sections do not, in all cases, represent regions with children of school age who can attend no school. The law provides for special aid to sections deemed worthy of being put on the "poor list" by the District School Commissioners. The teachers receive one-third more provincial grant, and the trustees one-third more of the county fund.

In order the more satisfactorily to study this default of sections I propose to ask the inspectors to report on the area, valuation, population, and peculiar conditions of each such section in future. It will be difficult in nearly all of these cases to obtain the facts; but the attempt will be made, and the results will be looked for with interest. The counties most conspicuous in this default will be seen to be Inverness, with 26, Cape Breton with 21, Victoria with 20, Antigonish with 10, and Guysboro with 10. Geographical conditions, of course, in some regions make it impossible to form sections of normal size with sufficient population to form strong sections. Some of the small islands along the coast are also difficult to deal with satisfactorily. The evils of small and unnecessary sections have been fully referred to in the preceding two annual reports.

SCHOOLS.

These increased from 2,312 to 2,346—34 more than during the previous year. As there was an increase of 47 teachers, there is here an indication of an increase of 13 in the number who taught for only a part of the year. It is satisfactory to observe that the increase in the number of schools is not counterbalanced by a reduction of the average number of days the schools were in session. For not only have there been more schools than ever before open, but on an average they were open 202 days as compared with 199.8 the previous year. This seems to show that the number of schools dilatory in opening have been rapidly diminishing this year.

TRAINED TEACHERS.

The number of teachers trained in the Normal School continues to increase. The advance during the year was 62. The following table shows the number of these employed in the different counties during the last five years:

COUNTIES.	1893.	1894.	1895.	1896.	1897.
Annapolis	25	25	33	35	33
Antigonish	2	7	6	6	10
Cape Breton	17	22	29	33	34
Colchester	63	67	85	98	106
Cumberland	75	83	95	104	109
Digby	17	14	14	27	28
Guysboro	2	13	18	13	18
Halifax County	23	40	57	57	53
Halifax City	31	35	34	38	44
Hants	45	38	48	46	51
Inverness	7	7	17	20	21
Kings	23	35	48	43	49
Lunenburg	23	34	38	51	57
Pictou	20	33	41	49	56
Queens	5	7	7	15	10
Richmond	5	9	6	7	13
Shelburne	3	4	5	13	16
Victoria	4	4	9	6	7
Yarmouth	18	22	26	29	37
Totals	408	499	616	690	752

If this progress continues it may not be necessary to make attendance on the Normal School compulsory until the majority recognize the advantage of it by their attendance. As shown in a previous report, our present law cannot be held to discriminate in favor of attendance at the Normal School. It has merely reduced the original discrimination against it.

The counties with their percentage of trained teachers are given here in order: Colchester, 62; Cumberland, 50.9; Hants, 46.6; Kings, 36; Halifax (rural), 32.9; Halifax (city), 31.7; Yarmouth, 31.6; Lunenburg, 31; Nova Scotia (Province), 30.3; Pictou, 28.1; Digby, 25.9; Annapolis, 24.7; Richmond, 21; Cape Breton, 20.4; Shelburne, 20; Guysboro, 19.3; Queens, 13.9; Inverness, 12.9; Antigonish, 11; Victoria, 10.9.

There has been no increase in the number of libraries in schools. In fact a less number has been returned than last year, due probably to a better estimate of the kind of collection of books which should be called a library, for the number of volumes increased by 1585. The number of scientific collections rose from 173 to 202.

TABLES II and III, (Pages 4 and 7).

The analysis of the classification of teachers employed reveals nothing of special importance except the increase of 112 new teachers, and a tendency of teachers of from three to ten years' experience to leave the profession. If this tendency should continue from year to year it would be an unfavorable sign.

TABLE IV, (Page 8).

The attendance at school during the first, second and fourth quarters was larger than those of the previous year. The third quarter, February, March and April, shows a diminished attendance with an increased roll, which indicates impeded attendance, probably due to unfavorable weather.

TABLE V, (Page 9).

The total enrolment appears to be 185 less than that of the previous year, while the grand total days' attendance, as well as the other checking columns, show an increase in the attendance. This demonstrates a higher percentage of attendance; while Table IX also demonstrates an increased sum total of all grades. The lack of agreement suggests a slight discrepancy in the statistics of some returns, which might be due to accidental omissions in the total enrolment or the counting of some pupils in two grades. The smallness of this discrepancy, however, is evidence of the substantial accuracy of the statistics; for it is highly improbable that the three approximate measures of enrolment should be identical. The total number on the register at the end of the fourth quarter, must be less than the total enrolment by the number on the register of schools which were not open during the fourth quarter. The sum of those in the various grades, 101,150, should agree with the sum of the enrolment column, if there was no error.

The male pupils exceed the females by 3,199, but as compared with the previous year the boys are diminishing, while the girls are increasing in number.

From a study of the variation of attendance from year to year in the different counties, it will be seen that sometimes local conditions affect the attendance adversely one season and favorably another. But, when for a series of years the attendance is either increasing or diminishing in a particular county, it suggests industrial conditions affecting the distribution of population. The following table illustrates this phenomenon:

Increase or Decrease in total "days' attendance," made by pupils in each County:

(SCHOOL YEAR 1895.)

Cape Breton	x 81,200
Inverness	x 46,000
Cumberland	x 34,555
Colchester	x 34,542
Yarmouth	x 31,799
Pictou	x 29,972
Richmond	x 26,616
Guysboro	x 19,473
Queens	x 17,699
Antigonish	x 11,556
Halifax (City)	x 5,216
Digby	x 4,522
Victoria	x 2,477
Kings	x 933
Shelburne	— 720
Hants	— 1,970
Annapolis	— 3,725
Lunenburg	— 8,951
Halifax (Rural)	—30,152

(SCHOOL YEAR, 1896.)

Cape Breton	x 58,731
Cumberland	x 45,712
Lunenburg	x 42,485
Kings	x 37,974
Halifax (City)	x 34,695
Digby	x 32,920
Yarmouth	x 29,956
Victoria	x 25,341
Annapolis	x 23,964
Richmond	x 20,631

Hants	x 12,130
Colchester	x 2,930
Queens	x 1,231
Pictou	— 1,335
Shelburne	— 6,038
Inverness	— 8,788
Antigonish	—17,647
Guysboro	—19,907
Halifax (Rural)	—27,560

(SCHOOL YEAR, 1897.)

Halifax (City)	x 59,441.5
Halifax (Rural)	x 56,976.5
Colchester	x 38,403.5
Guysboro	x 30,826
Cape Breton	x 26,071
Shelburne	x 23,744
Cumberland	x 15,464
Yarmouth	x 14,614
Digby	x 8,733
Queens	— 4,025
Annapolis	— 5,221
Antigonish	— 7,661
Hants	— 8,702
Lunenburg	—12,445.5
Richmond	—14,248
Victoria	—17,093
Pictou	—17,637
Inverness	—21,287
Kings	—21,558

(AVERAGE FOR SCHOOL YEARS 1895, 1896, 1897.)

Cape Breton	x 55,334
Halifax (City)	x 33,117
Cumberland	x 31,910
Yarmouth	x 28,789
Colchester	x 25,292
Digby	x 15,392
Richmond	x 11,000
Guysboro	x 10,131
Lunenburg	x 7,029
Kings	x 5,783
Shelburne	x 5,662
Inverness	x 5,308
Annapolis	x 5,006
Queens	x 4,965

Pictou	x 3,667
Victoria	x 3,573
Hants	x 486
Halifax (Rural)	— 245
Antigonish	— 4,584

TABLE VI., (Page 10).

Here we find that 8,849 persons attended school for only a short time—20 days and less. It is attendance of this kind which makes the number of pupils on the register or “roll” unsatisfactory as the basis for the calculation and comparison of the costs of education for different years and for different countries. The number on the roll would sometimes run up high on account, say, of a number of people during dull times taking a fancy to attend school; and when these pupils fall out again after a few days’ or a few weeks’ trial, the roll would still remain large, although the average daily attendance would be small. The number of pupils attending school as given in the early history of the province, must be very much inflated as compared with the average daily attendance which we do not find to have been recorded, at least in the reports of the House of Assembly.

Those who attend school now, as a rule, attend longer, so that the attendance is advancing more rapidly than the number attending. In 1893, we find 10,531 on the roll who attended 20 days or less. Next year the figures were reduced to 9,625, then to 9,503, then to 8,921, and now to 8,849. Each year of the five witnessed improvement in the same direction.

While the school year contained 216 days, it must be remembered that in towns and many sections with graded schools, it was from 5 to 10 days shorter. Yet we find 4,407 making an attendance of over 200 days. In fact, the average length of the schools as a whole, was 202 days, so that over 4,000 practically attended nearly every day of school.

TABLE VII., (Page 11).

In the third line from the bottom of this table the totals of the year 1895 were entered inadvertently for those of 1896. The following correction must therefore be made.

	1896.	1897.	
Valuation of School Property.....	\$ 1,513,131 85	\$ 1,484,635 00	Dec..\$ 28,496 85
Valuation of School Sections.....	78,847,559 00	80,738,448 00	Inc.. 1,890,889 00
Total Assessment on Sections.....	450,972 37	448,263 21	Dec.. 2,709 1
Portion Voted for Buildings.....	75,881 00	55,453 35	Dec.. 20,428 6
“ “ Salaries.....	353,924 07	357,427 37	Inc.. 3,503 7
Volumes in Library.....	7,929	9,514	Inc.. 1,585
No. of Maps and Charts.....	7,138	7,709	Inc.. 571
Value of Scientific Coll.....	\$10,775 95	\$11,235 40	Inc.. \$ 459
Total value Sci. & Literary app...	38,876 00	37,495 12	Dec.. 1,380

It will be seen from this that the sectional assessment was lighter on the average than last year, not on account of the reduction of salaries, which increased on the aggregate \$3,503, but on account of building and repairs, which were over \$20,000 less than in 1896. Libraries and scientific collection and apparatus made a satisfactory advance.

VALUATIONS AND RATES.

From the figures given in this table and the first two columns in table I, the interesting table below is calculated.

COUNTY. (Year ended 1897).	Sections having School.	Valuation of Property in Sections.	Valuation of Average Section.	Average Assessment on each Section.	Rate per \$100.
Guysboro	79	\$ 1,034,035	\$ 13,090	\$ 175	\$ 1.33
Victoria	60	471,283	7,855	81	1.03
Richmond	63	681,507	10,818	111	1.02
Cape Breton	111	3,291,754	29,655	289	.97
Inverness	150	1,193,610	7,957	76	.95
Shelburne	61	1,416,117	23,215	191	.82
Halifax (rural)	126	3,393,256	26,931	209	.77
Queens	45	1,046,889	23,264	172	.73
Digby	78	2,213,046	28,372	201	.71
Pictou	125	4,875,248	39,002	261	.67
Cumberland	144	6,843,462	47,524	288	.60
Colchester	120	4,948,911	41,241	221	.53
Lunenburg	141	4,227,651	29,983	154	.51
Hants	95	4,173,655	43,933	209	.47
Halifax (City)	1	22,989,506		103,800	.45
Antigonish	71	1,890,997	26,493	116	.44
Annapolis	100	4,240,329	42,403	181	.42
Yarmouth	71	6,582,049	92,705	374	.40
Kings	102	5,225,093	51,226	186	.36
Nova Scotia	1743	80,738,448	46,322	257	.55
Nova Sc'ta without } City of Halifax .. }	1742	57,748,942	33,151	198	.60

Guysboro appears to be taxed at the rate of \$1.33 per \$100 for school purposes, while Kings is at the rate of only \$0.36. Victoria raises \$81 by sectional assessment on the average school section, while Yarmouth raises \$374. Yet the former appears to be taxing itself at the rate of \$1.02, while the latter is taxed at but 40 cents. Small school sections inflict high rates of taxation.

Complaints have come before the Education Department from a few "Border" sections, of the unequal valuation of property in the portions within the bounds of different counties, and as a consequence

of the unequal taxation of the two portions of the section. While we easily understood the difference between the valuations of the buyer and the seller, it is not so easy to understand the principle of valuation by assessors in some districts of the country. In some places the assessors are said to value the property at two-thirds, or one-half or even one-third of the owner's valuation. While a uniform reduction of real valuations over the whole municipality on which any sum is levied, is fair as between man and man in the given municipality, it is unfair that school rates should be levied on valuations which are real in one part of a border section and fictitious or half the true values in the other part. The properties rated at real values would then be taxed at double the rate of the others.

The fictitious or modified valuations make comparisons of rates of taxation as above meaningless if not useless. It is certainly desirable that all assessors in the different municipalities should meet to discuss the valuation of property on general and uniform principles every year before commencing their regular work. In the course of a few years we might expect a fairly uniform system to be evolved. It would not increase taxation of course at all. It would enable us to utilize such statistics as we are now accumulating each year to solve some of the difficulties of equitable legislation for the different conditions existing in different parts of the province. There can be no science of such statistics without uniformity or a knowledge of the exact modulus of valuation followed by each assessor, from which uniform valuation can be calculated.

TABLE VIII., (Pages 12 and 13).

We have here shown the average number of minutes per week spent by the teacher in giving instruction in the various subdivisions of school studies. Dividing these numbers by five we find the average number of minutes per day thus devoted, assuming the subject to be taught every day. This is not done with every subject; for it is more convenient in some cases to give these lessons two or three times a week, and sometimes to teach one subject during one portion of the year, and another during another portion.

COMMON SCHOOL TIME TABLE.

To find the relative time given to each subject, we can suppose an average, and calculate as above. Calisthenics and military drill, then, absorbed about 4 minutes a day during the school year; singing 6 minutes, hygiene and temperance over 8 minutes, moral and patriotic duties 4 minutes, nature lessons 7 minutes, spelling 32 minutes, reading 110 minutes, English composition and grammar 22 minutes, writing copybooks 20 minutes, bookkeeping 5 minutes, geography 20 minutes, history over 16 minutes, drawing 12 minutes,

arithmetic 60 minutes. As this is the time taken by the teacher in explaining, it does not include the desk or seat work of the pupil who spends much of such time in arithmetic, and the preparation of other lessons.

Forms of time tables for the guiding of inexperienced teachers have been published in the Journal of Education. But there is evidence that many teachers never studied them to much advantage. Even teachers who took a course in the Normal School have sometimes been found unable to apply sound judgment to the arrangement of a time table to suit particular sections.

HIGH SCHOOL SUBJECTS.

Whether the movement is an unmixed improvement or not, there is a general increase in the number of ambitious schools—ambitious of doing some high school work. This question was discussed in my report of 1894, page xxxiv. The following table shows the number of schools, during the last two years, in which the given high school subjects were taught:

	1896.	1897.
Practical Mathematics	116	2 00
Algebra	1123	1135
Geometry	880	909
Botany, etc	820	849
Physiology	187	172
Physics	556	618
Chemistry	301	344
Latin	98	100
Greek	27	24
French	85	82
German	7	8

TABLE IX., (Page 14).

This table gives the teachers' classification of all the pupils who attended school.

KINDERGARTENS.

587 are returned as attending kindergartens. The furniture for a kindergarten room is more expensive than that required for an ordinary school. The teacher also requires special training, as well as a natural aptitude, to be successful. It is, therefore, only in the towns and larger villages we can expect to have them in operation, for the kindergarten must be made up of young pupils, say, from 4 to 6 years of age.

Dartmouth leads the public schools of the province in its arrangements for a good public kindergarten. Mrs. Catherine M. Condon, President of the Froebel Institute of Nova Scotia, has done great service in impressing the value of true kindergarten methods on educationists and the public generally. At Dartmouth, Truro, Yarmouth and other centres of population, she did much to stimulate the starting and support of such departments. In connection with the Normal School there is a superior kindergarten, which is utilized in the training of teachers there. At this institution special endorsements on the graduating diplomas are given to those who take a special course in kindergarten teaching. And diplomas or certificates are granted assistants in other kindergartens who serve for a one or two years' course successfully, and pass the examinations set by the President of the Froebel Institute. These papers do not, however, enable the teachers holding them to draw any public grants. But in addition to regular licenses, they are of special value in obtaining positions as kindergarten teachers.

TABLES X., XI., XII and XIII, (Pages 15 to 18).

GRADE IX.

There is a general increase in the number studying subjects belonging to this grade. There has been a falling off in the number taking Latin, French and Geometry.

These tables include the County Academies with all the other schools in which high school subjects are taught.

GRADE X.

Latin, Greek and German have fallen back slightly in this grade, while there has been a general advance in the other subjects.

GRADE XI.

Latin, Greek and Geometry have diminished slightly in this grade, while there is a general increase in the other subjects.

GRADE XII.

This grade is optional, even in the County Academies. Only institutions with a large high school staff should attempt this course. Otherwise the teachers are likely to be overworked, and the lower grades to be neglected. It will be seen that the largest county academy—that of Halifax—is among those electing to end the course with grade XI.

AVERAGE SALARIES.

Tables XIV and XV (pages 19 and 20), show the figures for each county, the average of which proves that the salaries of the teaching profession improved during the past year, notwithstanding the diminution of the Provincial Grant to each teacher. This is the best possible evidence of a higher appreciation of the teacher, and it offers the surest promise of still further improvement. If good teachers are well paid, sooner or later good teachers will be found who will demonstrate that their service is still more valuable than their pay.

It will be noticed that while the same Provincial Grant is paid to the female as to the male teacher of the same class, the female teacher acknowledges an inferiority of service by the acceptance of much lower salary than the male. There are some who argue that the Provincial Grant should be paid in proportion to the average salaries accepted by each, on the principle that the price measures the value of the article in a free market. That the equal grants are therefore helping to supplement the salaries of inferior teachers so as to aid them in supplanting the superior ones—the males. This is a matter over which it may be well for our female teachers to ponder. In the meantime our male teachers must accept the principle of equality, which is probably after all, the just one.

COUNTY FUND.

Table XVI, (page 21), shows in detail the amount and application of this fund. The total amount, \$119,602.11, was paid under the following four heads:

On account of teachers.....	\$52,336.93
“ “ average attendance	60,252.68
“ “ the Blind	2,550.00
“ “ the Deaf and Dumb	4,462.50

The first item is the sum of the \$25 granted to trustees for each teacher employed for the full year. The last two is the sum of payments to the special schools in Halifax for pupils from the various counties in them. The balance, \$60,252.68, was then distributed to each board of trustees in proportion to the average attendance. The total is equal to \$1.34 for each pupil daily present on an average for the year throughout the whole province. In Colchester and Victoria, the amounts per pupil were \$1.00 and \$2.09 respectively. This shows that the attendance at school in Colchester is nearly twice as good as in Victoria; for the county fund to be distributed is always the sum of 30 cents for each inhabitant in each county.

POOR SECTIONS.

Tables XVII and XVIII (pages 22 and 23), sum up the facts relating to these school sections. The District School Commissioners, advised of course by the Inspector, place the more needy sections on a special list under the above heading. The advantages accruing to sections on this "Poor List" are one-third more provincial grant for the teacher and one-third more county fund for the trustees. There is a limitation, however, or else this "Poor List" would bid fair to absorb all sections. \$300 Provincial Grant in excess of the regular grants is the greatest amount allowed to a county. If there should be a demand in excess of this sum the \$300 is simply divided among each claimant so far as it will go. It will be seen that Colchester, Cumberland, Halifax (rural), and Inverness drew the maximum, and drew upon it to such an extent during the first half of the school year, that in more than one of them, the poor sections during the second half of the school year could scarcely receive one-half of the regular increase.

The object of inspectors and commissioners was to have as many as possible of the small and thinly settled sections maintain a school. But the result was to raise the number of "poor" schools from 309 to 339, to take away from the teachers in the rest of the province \$4,308 instead of the \$3,899 of the previous year, thus reducing the Provincial Grant to all. The Provincial Grant to teachers would be up to the original figures were this sum not withdrawn from the amount fixed by statute. And lastly, the extra draft on the county fund increased from \$3,350 to \$3,762, which was taken away from all the other sections in the county. There were 30 more "poor" schools, making an increased demand beyond that of last year, on the teachers' "provincial grant" fund of \$409, and on the trustees' county fund of \$411.

Attention is called to this matter, so that the district commissioners may put on the 'poor list' only such sections as could not or cannot be made stronger by consolidation with others in whole or in part, without much exceeding the normal area of four miles in length by four in breadth. When a section is divided so as to make the two or even one of them weak, not only is the majority of the people in these sections sinned against in the long run, but every other section in the municipality and every teacher in the province also. For a forced contribution is taken from them to support two indifferent schools, when one good school could be maintained without the fleecing of the rest of the province. As this subject was discussed in my last report, pages xxxiii to xxxv, I refer those interested to the points there presented. In fact, so mischievous has the action of some boards of district commissioners been in the remote past, and occasionally up to the present, that there has been a strong call made

for legislation to replace them by a small board of three or five active and judicious men, whose business it should mainly be to re-organize, enlarge and strengthen such sections. Leaving out the city of Halifax, the average school section of the province has a property valuation of over \$33,000, and during the last year raised about \$200 by local assessment, the average rate of taxation being 60 cents on every \$100. Generally speaking, it would be a good rule that no school section under four miles in diameter, should be formed where geographical conditions permit, if the valuation is lower than this average; and, in as many cases as possible, four mile sections should be formed, even in wealthy communities, where the advantages of graded schools can often be secured.

In a speech last fall of Sir John Gorst, England, which is quoted under the head of compulsory education, he alludes to the moderate character of the English compulsory attendance law, which was not enforced against pupils living more than two miles from the school, and praises highly the Swiss system, where the compulsory law extended beyond two miles from the school. But degenerate sons of worthy sires are often found to be urging the division of a section because a few families may be about two miles distant. It is as a rule, very much more fortunate for a family to be two miles from school than to be beside it, notwithstanding the trying times of various kinds of bad weather. That is the personal experience of your present Superintendent of Education, as a pupil in the mountainous interior of Pictou County.

Sir John Gorst said: "We could not have a better example than Switzerland, a republic of workers, which for its size, exported more manufacturers than any country in Europe. What did its government, which was democratic, and carried on for the benefit of the workers, do about education? If a boy or girl did not arrive at school on any particular day, the parent next morning got notice from a public authority that he had been fined so many francs. If he did not send the child to school the second day he was fined an increased amount, till by the time the child had been absent two or three days, the parent had really a serious sum to pay. The consequence was that in Switzerland the children have often long distances to go to school, and would laugh at our prohibitory TWO MILES; they seldom absented themselves at all."

COUNTY ACADEMIES.

Table XIX extends from page 24 to 35. It is both long and detailed. But it is necessary for a study of the development of our high school system, although the academies by no means do all the high school work. There were only 1,638 students taking the full regular course in the academies while 3,169 were returned as doing

full high school work in the non-academic high schools. The latter figures must, however, be heavily discounted, as the academies alone are kept strictly under the critical supervision of the Education Department with respect to the admission of duly qualified high school pupils.

LABORATORIES.

The county academies are continuing to improve every year. The new Pictou Academy, the best equipped high school building to-day in these provinces, was opened on the 12th of January, 1897, by a public meeting and the music of the wildest snow storm of the year. The leading men of the town and county were on the platform, and the Provincial Government was represented by Hon. Dr. Longley, Attorney-General. The building excels particularly in its heating and ventilation system, and its complete suite of laboratories, museum and accessory rooms in addition to the commodious classrooms. The chemical laboratory is at present the best model in the province.

The Halifax Academy has been furnished with a large laboratory capable of rapid conversion from a chemical to an elementary physical one, accommodating 48 working students at one time, with lockers for 96. But, strange to say, this splendid foundation for doing good work has so far been allowed to lie unproductive, ostensibly on account of the comparatively trifling cost of the apparatus for the pupils.

As laboratory improvement has been very distinctive of the year in many of our public institutions, photogravures of the few leading ones are inserted in the appendix. As the grounds and enclosure of the new Pictou Academy, which was opened during the year, have not yet been completed in keeping with the institution as a whole, a photogravure of the Canso public school, opened in 1890, with heating and ventilating arrangements in advance of its time, and in advance yet of some of our county academies, is given as the frontispiece.

The most promising advance of all during the year was that of the School Board of Windsor, in commencing the building of one of the best public schools yet erected in the provinces. The work was only checked, not stopped, by the late fire, which swept the town itself away.

VISITATION OF ACADEMIES.

Owing to the incessant pressure of the work of the department, I was unable to enjoy the comparatively speaking holiday occasions of visiting every one of the academies. Those showing signs of being in a critical condition had to be visited. But the results of the Provincial examination are so much superior, in many respects, as a test

of the work of these institutions, that the chief value of visitation is the coming into contact with the surroundings, methods, sentiments and general air of each local educational centre.

SINGING AND PHYSICAL DRILL IN ACADEMIES.

In some of our superior academies even, there is a tendency to neglect the continuation of regular exercises in singing, and in calisthenics and military drill. As the attendance of teachers in our Normal School is so short, they can never become very capable of teaching music or physical drill if the subjects are neglected in the high schools. When they are neglected it is, as a rule, due to the absence of a musical or qualified teacher on the staff. But this state of affairs has been doing an injury to our common schools which cannot be effaced completely in a generation.

The inspector of Pictou County, for instance, reports that many of his teachers are not successful in teaching singing. That those who use the old staff notation are generally the more successful. The meaning of this is, that the teachers learning the tonic-sol-fa notation alone, did so in most cases in a short period of time to qualify for teaching. But as singing was not habitual with them from youth upwards, there can be neither art nor confidence in their fledgling attempts as a rule. The best way to overcome this provincial defect is to make a beginning as soon as possible. Singing should be a daily exercise in every common school, in every high school, and particularly in the specially subsidized high schools—the County Academies. Those which cannot fill in honestly some figures in columns 65 and 66 of their returns (see table page 28) cannot be recommended henceforward for the full academic grant otherwise coming to them.

Military drill, in addition to its disciplinary and physical benefits, is useful from another point of view. By a long evolutionary process of the severest character it has come to be the best system for moving effectively and in order large masses of men. The terms used are brief and have a definite meaning in every part of the empire. No other system is more effective. In every school, and more particularly in the larger ones, the pupils should be capable of being thrown instantaneously into simple formations which can be moved rapidly and without confusion. It need not be called “military” drill, although it should be essentially military. It would be the “fire” drill, the “picnic” drill, the “playground” drill, the drill for all orderly and rapid movements of crowds of pupils. This feature is difficult of introduction, because the teachers, as a rule, do not yet know how to do it. In this respect the Normal School instruction appears yet to be defective. Time is needed.

INSPECTOR'S REPORTS ON VOCAL MUSIC.

From the monthly reports of the inspectors for 1897 on the schools they visit, I find in looking over their estimates of the teaching of singing, that in most inspectorates a very fair attempt is being made. Different inspectors may have different musical standards, therefore the average values are not given. But I quote the number of schools in which the inspectors thought sufficiently well of the vocal music to give it some mark of value:

COUNTIES.	Schools Visited.	Music Marked.	Musical Percentages.
Pictou and S. Colchester	183	167	91.2
Kings and Hants	261	231	88.5
Yarmouth and Shelburne	220	188	85.5
Annapolis and Digby	240	205	85.4
Cumberland and W. Colchester ..	261	215	82.4
Lunenburg and Queens	174	138	79.3
Halifax (rural)	226	148	65.5
Inverness and Victoria	122	48	39.9

On account of the lack of space, allusion to other points suggested by the academic tables, must be postponed to a future occasion.

NIGHT SCHOOLS.

Table XX (page 36), shows that 26 Government Night Schools were established during the year. The cost, (see pages 41 and 42), was \$1,154 .81. The design of such schools was to make provision in cases of urgency for the education of persons from abroad concentrating in any given locality on account of the industrial attractions within it. These workmen not being native inhabitants of the section, and in many cases only temporarily residing in it, and being of little use in supporting schools financially, do not appear to have so strong a claim on the ratepayers of the section for educational provision as if they were natives of the section. Such conditions existed more particularly in the coal mining districts. Extra aid from the government to give the rudiments of an education to such uneducated workmen as would enable them to do their work better, and to live more intelligently, would appear to be only fair to the ratepayers of the school section who might be doing well in providing for their own children alone.

But when sections which allowed their children to grow up to manhood without an elementary education on the barbarous plea that their children had to be engaged in fishing, farming, or in the factories when they were young, and that now, when they are grown up, the province should supply them free, in the evenings, with schools to learn the three R.'s—when sections which act thus beg for a free

night school for their grown up men and women to pretend to learn what they professed to have no time to learn in their proper school days, to grant their request would be to become a partner in the farce. The government, therefore, could not grant a night school at the public expense to every community petitioning for it; especially when there was evidence to show that the petition represented, rather the disposition of some underworked teacher, who wished to make more money, than the anxiety of uneducated adults to obtain the rudimentary instruction for which these schools were designed.

EVENING SCHOOLS.

For the great majority of such sections as have hitherto been making application for government night schools, the "Evening Schools," page xlvi, of the Manual of the School Law, are the appropriate institutions. These schools like the day schools, are under the control of the trustees of the section, and will admit of the attendance of pupils as young as 13 years of age, if they are debarred from attendance at the day school. The unnecessary multiplication of these schools is prevented, first, by its being under the control of the trustees of the section, who have no money to disburse except when the people of the section believe it will pay; and secondly by regulation 4, which restrains the teacher. It reads as follows:

"The council would greatly prefer that the teachers of evening schools should be other than teachers of day schools; but where this may not be practicable, it should be legal for the teacher of the day school to teach day school four days in the week and evening school three evenings in the week."

To help the "Evening School" to take the place of the "Government Night School," in all sections into which industrial conditions do not introduce an illiterate element foreign to the section, I propose to recommend to the council the following alteration of the said Regulation 4:

"The council would greatly prefer that the teachers of 'evening schools' should be other than teachers of day schools; but when in the opinion of the trustees a night school is desirable, and no other teacher except that of the day school can be obtained, on the recommendation of the Inspector of Schools the council, through the Superintendent of Education, may authorize the day school teacher to conduct the 'evening school' for no more than three nights each week during the term agreed upon."

THE PROVINCIAL EXAMINATION.

Table XXII (pages 39 and 40), gives a detailed analysis of the results of examination at the various stations. There was an increase of 400 candidates over the previous year, making a total of 2,917. The printer accidentally changed the 9 to 5 while correcting an error after final revision.

The "Provincial High School Examination" is conducted under the statute, section 3 (13) of the Education Act of 1895. The special regulations of the council will be found beginning at page xxxi of the Manual of School Law. This is a voluntary examination, which offers the privilege of a free examination on impartial provincial standards to all students who follow the regular free school course and pass the several high school grades in order. The certificate granted at this examination has a definite value all over the province, where it is accepted in lieu of a number of examinations on a variety of different syllabi, for which academies and high schools formerly had often to prepare different pupils at the same time. The provincial certificate has even a more definite value than the degrees granted by the various colleges, and as such is accepted at its face by all the colleges of this province, as well as many institutions abroad; for the examination papers and course of studies on which they are based are published in the Journal of Education, which is sent to every board of trustees throughout the province, as well as exchanged with education departments throughout the English speaking world. It is a consolidation of examinations, including those of the original teachers' examinations, into a single, simple series of four, known briefly as D, C. B. and A. Although the taking of the examinations are voluntary, except so far as the local authorities of each academy or high school chooses to adopt or enforce them, the growing popularity of the examinations has been without precedent in any other department of educational development. The following is the growth for five years just completed:

Year.	Candidates.
1893	1,506
1894	1,922
1895	2,399
1896	2,517
1897	2,917

The Provincial High School examination is conducted at the Provincial charge mainly, the gross cost of which in 1897 was \$4,803.10. The fees from candidates not passing the examination in regular order and for the M. P. Q. examination (see regulation 4, page 4 Journal of Education, April, 1897), amounted to \$1,713.53. This leaves the net cost for 1897 at \$3,089.57.

The net cost of the examination of the 2,517 candidates of 1896 was \$3,130.31. Four hundred more were examined in 1897, with a net cost of \$40.74 less. This lessening of the cost was principally due to the imposition of a small fee of one dollar on irregular candidates. By the imposition of a two dollar fee on each candidate the whole expense to the province would disappear, and a small revenue could be had. But it appeared desirable in the public interests that the free

schools would be appropriately capped by free examinations and diplomas to all choosing to follow the regular course.

This examination, notwithstanding the natural defects of all examination systems, has already been productive of very great benefit to secondary education, not only in unifying the multiple courses previously called for in each school, but in gradually raising the standard. The process of raising the standard is always painful in its effects in some quarters. And as painful processes should never be used unless there is a fully compensating advantage, the advantage of maintaining a good standard may be pointed out. 1st, Our high school standard should correspond as nearly as practicable with the standards of secondary education in the educational countries of the world, in order that our statistics may be comparable with theirs.

2nd, A low standard is not supposed by any one to have an advantage over a high standard, except that it possibly requires less effort. But if there is less effort there is less education and less value in such a standard. And besides, there will be just as many in the long run who will fail to pass the low standard; because candidates are generally ambitious to "pass" just as soon as they can, so that after a high standard has once been established for a few years, it will be felt to be no more difficult than the low standard.

3rd, In addition to the evils of a low standard from an educational point of view, we have another from a financial point of view. With our free high school system and method of granting aid to the County Academies, the lowering of the standard would mean the increase of the academic grants without an increase of merit.

The results of the Provincial Examination system will naturally be unpleasant to an institution which fails. And there are often tides in the affairs of school sections, sometimes outside of the high school itself, which may cause it on some occasions to make comparative failures. But the very fact that such a failure is infallibly detected within the first year, is the best guarantee for the most earnest efforts to promptly remove defects and keep up the standard.

By regulation 13, the grading of county academies is to be adjusted by the principal for economy and efficiency to its local conditions; so that the examination does not lay down a rigid grading standard for each class in the institution. Then it may be asked, why sometimes a parent complains that his child has not been promoted on account of his not having made a record high enough at the provincial examination? And the parent speaks as if both himself and the institution were injured by the failure of his child to "pass." When this occurs, as sometimes it does and ought to occur, it means that the principal of the school recognizes the justice of the estimate of the

Provincial Examiners, and adopts it as his own; and the reference to the provincial examination has the advantage of directing the abusive energy of the complainant from those at hand to the distant and safe Department of Education. It is curious to note that when complaints are heard, too, it is not from the few institutions which are able to grade on the exact lines of the results of the Provincial Examinations, but from institutions where perhaps more than one-half of the pupils are present in classes without having passed into them on the provincial standards.

THE COURSE OF STUDY.

Sometimes when candidates fail, the examination is represented as being too severe, or the course of study too extensive. This, while it may divert for the time an attack on the teacher, or a painful self-examination, is simply a confession of the failure of the teacher, or of the candidate or his parents. The examinations have not been too severe, nor is the compulsory course of study too extensive.

Parents and children are sometimes more anxious about promotion than scholarship. A clever pupil is sometimes prematurely promoted on account of the weakness of the principal to resist pressure from an influential citizen. The course is too much for such a case occasionally; and at the end of the year the child is in the same critical position with respect to the next grade. When he comes to the academy, the Provincial Examiners deal out to him justice, as if he were the son of nobody. Were this child restrained at the first immature step, every year's work could be done with comfort, and plenty extra time for amusements, and other exercises, and with success at the final examinations. When this may happen to a clever boy, it can be well imagined what must happen in the case of the premature promotion to one who is not clever. If such a pupil is the child of influential but unreasonable parents, whose poorer neighbors leave their children to the wise grading of their teachers and are consequently more or less successful, the worry of the bullied teacher may be imagined. But such episodes merely demonstrate the value, if not necessity of such examination tests. And more especially are they necessary with a free high school system, into which the capacity of scholarship alone should be the test of admission and promotion.

In some cases pupils are virtually compelled by local regulations to take Latin, French, Greek or German. But it should be understood that the provincial regulations do not authorize such coercion. Foreign languages are optional, and while teachers do well to advise the brighter students to study one or more of them, it is not advisable to ask those who have little ability and no desire for languages, to attempt them. It is with such an idea that classical masters recommended marks below 25 on these optional subjects not to be counted

in the aggregate; thus not holding out encouragement to students to take them up unless they mean to make a pass mark on them.

TEXT BOOKS.

“Comment.—In performing the duty of selecting and prescribing text-books for the Public Schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure, at reasonable cost, a series of texts adapted for use in schools. Change in authorized books is in itself a very undesirable thing.

“The prescribing of new books is one of such importance to the country that the most extraordinary care has to be taken to make sure that the ultimate advantages of a change will more than compensate the people for the temporary loss or annoyance always involved in making a change. But change there must be. It is the essential condition of all growth; and we ought under such circumstances to be always prepared for it.

“Inspectors and teachers are reminded:

“1. That the course of study for common schools encourages an economical expenditure for text-books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text-books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text-book should not be required for a child until he is prepared to use it intelligently.

“2. That the regulation which makes it illegal and improper for a teacher to introduce unauthorized texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.”

These paragraphs formulate the principles by which the Council of Public Instruction are guided in prescribing books. So far as the common schools are concerned, the Council has resisted changes which many of our highest authorities have been recommending. Our prescribed reading books have been on the list unchanged for over 20, and at least one book 32 years. The four different series of readers, which 21 years ago used to confuse local dealers and mix several readers in the same school, have been gradually reduced to one. A French reader and grammar have lately been added; but they are for the French sections alone, at their earnest request. Two

"Health" readers were lately prescribed; but the Council was compelled to do this by an act of the legislature. And when the books were prescribed, they were better than those used in the United States, and were sold at about half their price. An arithmetic, becoming obsolete, was replaced by a modern one, published in three parts, with the result of giving a better book, which lasts the full common school course, when the former, under the same conditions, would last generally only a portion of the course. The "Advanced" Geography has been taken out of the common school course altogether, as has also Dalglish's Composition, for which the teacher has to give appropriate oral instruction. The price of copy books has been reduced from 8 cents down to 6 cents, and drawing books from 15 cents to 5 cents. And the Council is hopeful of making still further improvement.

I give here the official list of the books prescribed for use in the common schools, with the names of publishers, present prices, and the date when first prescribed. It may be interesting to compare the list with that presented to parliament fourteen years ago, when an elaborate investigation was made into the subject, with the result of establishing the cheapness of the books as compared with those used in other countries. See Report of Superintendent of Education, 1884, page xxviii.

**LIST OF TEXT BOOKS PRESCRIBED FOR USE IN
SCHOOLS, WITH NAMES OF PUBLISHERS,
PRICES AND DATES OF PRESCRIPTION.
COMMON SCHOOLS.**

Royal Readers, Primer and Nos. 1 to 5, 1877, (Thomas Nelson & Sons, Edinburgh and London). [3c., 10c., 17c., 30c., 45., and 60c. respectively]. In French sections, French-English Royal Readers, Primer to No. 3, [8 cts., 20 cts., 30 cts., 45 cts. respectively]. Les Grandes Inventions Modernes par Louis Figuier, 50 cts. 1897.

Spelling Book superseded—English Edition. (Sullivan Bros). 25 cents. 1866.

Health Readers, Nos. 1 and 2. (T. C. Allen & Co., Halifax). 20 and 30 cents. 1893.

Introductory Science Primer—Huxley; Chemistry Primer.—Roscoe. (MacMillan & Co., London). 30 cents each. 1879.

Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax). 60 cents. 1882.

Calkin's History of British America. (A. & W. Mackinlay, Halifax). 40 cents. 1882.

(Thomas Nelson & Sons. Edinburgh)

* English Grammar. 1883. (A. & W. Mackinlay, Halifax). 30 cents. (Grammaire Francaise Elementaire, for use of teachers in French sections). 30 cents. 1897.

Common School Arithmetic. (Allen & Co., Halifax). 15 cents each part; 40 cents three parts bound in one. 1895.

National and Vacation Songs. (Grafton & Sons, Montreal). 8 cents. Young Voices, (Curwen, London), 5 cents. 1895.

Writing Copy Books.—Vertical: as in Jackson's New Style, [6 cents each], 1894, or Gage's Practical System, [7 cents each]. Sloping: Royal, [8 cents each] 1882.

[The Council does not think it necessary to prescribe a single series of Copy Books, but only to require that one series shall be used exclusively in each School].

*Drawing Books: Langdon S. Thompson's (D. C. Heath & Co., Boston). 15 cents and 25 cents each. 1892.

Or Public School Drawing Course, (Canada Pub. Co., Toronto), 5 cents each. 1895.

(Those marked with an asterisk * are also used in High School grades).

In the High School grades a greater number of books is necessary; and any one seeking to take advantage of high school instruction has an advantage to start with over even so progressive a Canadian province as Ontario, for our high schools and academies are free to all qualified students. But while the instruction is given freely, a high school education cannot be given on common school books. It is practically necessary that the English and classical literature read from year to year, should gradually change. The cheapest and best books available are sought for, but instead of lessening their number and reducing the rate of change in this class, the opposite course is yet desirable. In the case of all other books, the cheapest and best are named from time to time, leaving students free to select more expensive ones when they are able. But even in recommending books for the high school course efforts are continually being made to make the course as inexpensive as possible. Beyond a necessary limit we cannot, dare not fall. In no country in the world is there a more inexpensive high school course of equal merit.

While the books named on the high school course, as a rule, are intended to indicate generally the degree of proficiency required, the following are those published in the Journal as being prescribed for high school work only.

HIGH SCHOOL GRADES.

Royal Reader, No. 6, 75 cents. 1877.

Martin's "The Human Body and the effects of Narcotics," (Henry Holt & Co., New York. \$1.65. 1894.

Calkin's Geography of the World, (Mackinlay). \$1.25. 1869.

Outlines of British History (Thomas Nelson & Sons, Edinburgh). 45 cents. 1884.

Hall & Stevens' Euclid, [I., 25 cents, I. to IV., 55 cents, I. to XI, 80 cents]. 1894.

Hall & Knight's Elementary Algebra. 75 cents. 1894.

Note.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study.

In the near future it will be necessary to still further improve the texts prescribed for the common schools, as well as for the high schools. But no change is likely to be made until it shall be clear that it is desirable in the interests of the country.

For the opinions of some of the most competent authorities on the question of text-books in our common schools, I refer the reader to the report of the Supervisor of the Halifax Schools, which begins at page 104 of the appendix. His intimate connection with the large and progressive school section of Halifax City, and his practical acquaintance with the educational appliances and methods in the leading cities of this continent, make his views worthy of the most careful consideration, if not of complete adoption.

THE INDUSTRIAL SCIENCES IN THE COMMON SCHOOL.

(On page 45 (appendix A.), will be found a short report of the Provincial Normal School for the year, and on page 53, of the Provincial School of Agriculture. I have already referred to the increasing effectiveness of their work. As I devoted considerable space to these instructions in my previous report, and endeavored to concentrate attention on the advantages of developing the industrial sentiment in the common school, which, while stimulating industrial development and enterprise, would also lay the best kind of foundation for the higher education of the future professional individuals, I shall now merely call attention to what they think and say in England.

In my last report I called attention to the Manual Training in woodwork, in chemistry and physics, as well as drawing, etc., in the Normal School. I pointed out that the School of Agriculture was utilized also in giving practical science training to every teacher attending the Normal School. Botany and elementary zoology are practically taught, as well as chemistry, and some of its applications. There are lessons on the farm, on the orchard, on the garden (small fruits). Butter is made, cheese is made, grafting demonstrated, etc.; so that the teacher may have a practical knowledge in the conducting of object or nature lessons, which will enable applications to be made

of scientific facts observed and demonstrated by the pupils. Teachers are recommended to stimulate the improvement of school grounds, and the formation of school gardens. Cookery, although not experimentally taught at Truro, comes in as the application of demonstrated principles in physics, chemistry and physiology. Halifax is yet the only school section which has a real and well equipped school of cookery, and we can expect such only in large centres of population.

For comparisons with the position taken and discussed in detail in my report of last year, I quote in full a few paragraphs from the Report of the Committee of Council on Education (England and Wales), 1896-7, which has just been received.

"The movement for the introduction of manual training into all classes of schools, as a corrective to an excess of book-work, seems to be gaining strength in this, as in other countries. It is felt that the exercise of hand and eye, as well as of the memory and the powers of verbal expression, is necessary to true education. It appears to be true that the process of growth in a child's mind is furthered by manual training, and that the latter promotes the attainment of power and accuracy in other studies. These considerations point to a closer correlation between manual training and the other subjects of school curriculum, the former being rightly regarded as an integral part of school training, and not as an optional or disconnected appendix to it. In this wider sense the training of hand and eye finds a place in the kindergarten as well as in schools for older scholars, but in the latter case it naturally takes other forms. Varied occupations in the former class of schools and in the latter, brushwork, clay modelling (with special reference to lessons in history and natural science) and cardboard work, have all been found useful in stimulating the activity and developing the inventive powers of the children. But in the case of the schools for older scholars there is some danger, lest manual training should be advocated and introduced, less for the purpose of cultivating the general powers of the child, than from a mistaken desire to impart premature dexterity in some particular craft or home employment. It is happily the case that manual training, when wisely planned, does carry with it the incidental advantage of enabling the scholar to acquire useful skill, which will increase the comfort and economy of home life. Yet it is not on this side of the matter, important as it is, but on the educational value of the training that stress must be laid, if we are to escape the disappointment which followed on the excessive attention paid to narrow forms of manual instruction in the older schools of industry.

"We are glad, therefore, to observe that increasing attention is given in our public elementary schools to such subjects as cookery; housewifery, woodwork, and gardening. When properly arranged, these lessons have great influence on the efficiency of the school.

Many children who are backward in literary expression show a compensating aptitude for expression with their hands, and others are saved from the dangerous discouragement which sometimes forces them without desert into the dunce's place. Carpentry is a delight to most boys when they are old enough to use the necessary tools; and we have sanctioned, during the past year, an addition to our building rules, with the object of securing that rooms for woodwork should be planned with the simplicity and economy suitable for workshops. The manual training of girls naturally takes the form of needlework, cookery and laundrywork, and is therefore specially liable to the errors of treatment which convert what should be an educational discipline into a premature form of technical instruction. At the same time we observe with satisfaction that more thought is being given to the ways of teaching these subjects, and we are far from desiring to substitute unreal or fanciful forms of instruction for the more homely, but withal scientific, lessons which best arouse the interest of the children, because they are nearer to their personal experience of daily needs and to the actual circumstances of their home life. It is a grave blunder in a cookery lesson to ignore the humbler and ordinary forms of food, or to provide stoves or appliances of a kind necessarily unknown in cottage life. Equally serious, on the other hand, is the mistake of giving merely rote instruction in subjects which admirably lend themselves to the teaching of the principles underlying wise action and to the training of those powers of observation and judgment, which are essential to the wise husbanding and economical employment of narrow means. We observe, however, from the general reports of the directress of needlework and of the inspectress of cookery, that much still needs to be done in order to raise the educational value of the instruction in cookery and needlework in many schools. In others, on the other hand, the teaching of cookery has become so efficient that the lessons have been found to produce a perceptible and satisfactory improvement in the homes of the working classes.

“We are glad also to recognize cottage gardening as capable of being made a valuable instrument in education. Encouraging reports reach us of the interest which is being taken in school horticulture and of the pride of the children in their trim and well-kept gardens. Gardening is so wide spread an interest in English life, and is in so many ways a useful recreation for men and women of all classes, that we have drawn the special attention of your majesty's inspectors to the conditions on which we desire its encouragement in connection with the schools. We have pointed out that the main object of a school garden is not the putting boys as apprentices to the gardener's craft. We fully recognize the improvement, which a thorough knowledge of cottage gardening may effect in the condition of the working classes in agricultural districts, but as a school subject, its teaching also serves general educational purpose. In

order to effect this purpose we have recommended that the lessons in elementary science, which are given in the schoolroom, should be illustrated by practical work in the garden, in order that the science may escape being mere book-learning, and the garden may become something more than mere technical training.

“We are glad to think that cottage gardening will prove a specially useful and interesting subject in the curriculum of the country schools. The country school and the town school have always had their characteristic excellences, and there is every reason why pains should be taken to prevent the first from becoming a dull copy of the second. The rural teacher needs special skill in organization, but has also special opportunities of interesting his scholars by illustrations from the common objects of the country. It is desirable that in the training colleges care should be taken to show students that much which will give life and interest to their teaching is ready to their hand in a country district. It is sometimes forgotten that one of the most natural and fruitful methods of education is to train the powers of observation, and to build up intellectual and scientific interests round the natural objects of daily experience. Children are naturally interested in flowers, trees, and animal life, and in country schools an observant teacher, who is fond of such subjects, and has properly prepared himself by studying them, can find in the object lesson a far more powerful instrument of early education than can be drawn from the more lifeless substitutes on which the town teacher is sometimes bound to rely. Much depends on the improvement of the education in the village school, and on a turn being given to its teaching which will open the eyes of the children to the significance and beauty of surrounding nature. The country child has many great advantages of which the town-bred child is unhappily deprived, but these advantages will not be used or appreciated unless the teacher himself realizes and seizes them. We are glad, therefore, to note the terms of praise in which some of Your Majesty's Inspectors speak of the skill and intelligence of many of the country teachers. One of them specially protests against “the too prevalent and mischievous notion that all the virtue and intelligence of the nation are concentrated in the large towns, and that country schools, as a rule, are not far removed from inefficiency.” Speaking from long experience, both of town and country, he states that “the number of bad schools has gradually decreased, and that many rural schools would bear comparison with really good town schools, not only in the quality of their work, but in the reality and permanence of their influence.”

COMPULSORY ATTENDANCE.

The reports of the Inspectors are to be found in Appendix B., beginning at page 57. They contain a summary of some of the more important matters engaging their attention during the year. To their

testimony to the practical failure of the present compulsory attendance law to accomplish striking results, I shall alone call attention at this time. The law has been adopted by a large number of sections; but there appears to be great reluctance on the part of trustees to proceed to fine parties for the non-attendance of their children. In Halifax and Dartmouth the law has had a marked effect, because business men who knew how to act put the law into operation. Supervisor Miller, of the Dartmouth schools, says in his report published in the public press:

“It will be seen that while the registration increased only 14 pupils during the year, the attendance increased nearly 19,000 days.

“The increase of attendance over that of registration is due to the unremitting attention of the Truant Officers in looking after delinquents when reported absent from school.

“The average daily attendance was 860, against 743.4 for 1896.

“The percentage of pupils daily present was 75 per cent., against 73 per cent. for 1896.

“I beg again to call attention to the great necessity for ‘parental schools.’

“It is quite impossible to carry out the provisions of the compulsory school attendance law without such schools. Many of the very boys, to whom an ordinary education would be invaluable, are not reached by the public schools and cannot be reached. They are on the streets day and night—until late. No one seems to have any control over them. All that we could do, under present conditions, would be to have them sent to jail. That would not help them at all. It is, on the contrary, to keep them from going there that they should be trained and taught, at least, in the common branches. When so many efforts are being put forth for the improvement of humanity, it is difficult to believe that we shall have to wait much longer for this necessary reform.”

The “parental school” is felt also by Halifax to be a desirable, if not necessary adjunct of a compulsory system. And if it is ever to become a generally enforced law, many other localities will feel the need of such a provincial institution.

Through the Journal of Education, which goes to every Board of School Trustees in the Province, I proposed a modification of our present law, and asked for the opinions of trustees on the matter. I received but one communication, which was not in favor of the usefulness of the present system. The advantage of the modification to

which reference has been made appears to be in giving the trustees the power to exempt parents or guardians from fines accruing under the general laws of the province, providing an appeal to the Board of Trustees before the 31st of July should be made with evidence of inability to clothe children, or to send them on account of health, or of their attending a private school, etc. The ordinary Board of Trustees has a great deal of inertia. It cannot now move to fine those violating the law. The inertia in this case is against the enforcement. If the board showed as much inertia under the proposed conditions—in remitting fines—this inertia would work for enforcement. At least, the latter function would not be so unpleasant as the former.

I sketch the principle of the proposed law here:

1. The names and ages of all pupils in the section and their parents and guardians should be enrolled in the register. The register is already prepared for it.

2. At the end of the year the teacher, in the usual manner, should sum the attendance of each pupil in one column, and the days lost in another as at present.

3. The secretary of the trustees should take the number of days lost by the children of each family, call them cents, and as such add them to the poll-tax to be collected after the 1st of August.

4. At different times of the year, and finally, on the close of the school about the first week of July, parents should be notified of the amount of days of absence made by their children.

5. During the last week in July the Board of Trustees would sit for a day or more to hear appeals against the "absentee" tax; and if the reasons were sufficient, the tax might be remitted in whole or in part. If no appeal should be made before the 31st July, the secretary should simply collect the absentee tax with the poll and rate tax.

The maximum tax for the absence of one child without excuse for a whole year would be only about \$2.00. But the knowledge that "each day's absence will increase my tax" should help to make some people thoughtful. It would tend to constant regularity, whereas the present system is satisfied with a minimum attendance, which allows of much injurious irregularity.

Then, again, there would be a fairness in the "absentee" tax; for the section loses about a cent from the county fund for each absence, so that the tax would be merely a refund to the section of what it lost by the child's absence, and what the section is at present forced to pay for each day's absence. These notes are made to call attention to the plan, with the view of learning whether it would be likely to be an improvement.

I quote the following to show the views of the Lords of the Committee of Council on Education in England, as expressed by the Vice-President of the Council, England, at Longton, North Staffordshire, November, 1897. Nova Scotians are in this respect very much like Englishmen; but the Englishmen are a little in advance:

“Sir John Gorst, who was loudly cheered, said the cost of the schools of this country was mainly provided from three sources. The rates contributed in round numbers £4,000,000 sterling, the voluntary contributions amounted to £1,000,000, and the taxes to no less than £7,000,000. He wanted to show how this great provision—as far as money was concerned, liberal enough—was thrown away. The buildings were there; excellent teachers were in them; apparatus, if not always quite satisfactory, was at any rate extremely good. But where were the children? It was a fact that in this country on an average, out of five children who ought to be at school, there were only four there, and when it was remembered that there were places like Longton, where the attendance was excellent, it would be seen that there must be many districts where it was very bad to bring the general average so low as 81 per cent. If parents all over the country were really alive to the true interests of their children, regularity of attendance at school would not need any law to enforce it. But there was a law. The nation at large, having provided schools and teachers, had a right to require the children's attendance. Only three excuses for non-attendance were allowed. The first was that a child was being satisfactorily taught elsewhere, the second was sickness, and the third was that no school existed within a distance—usually put at two miles—which the child could conveniently attend. But although this law existed, it was very imperfectly enforced. In many places where education was most wanted, justices who were supposed to administer the law very frequently refused to convict and impose the fines which the law prescribed; and in many districts, particularly in rural districts, the attendance officers appointed ostensibly to see the law carried out, were appointed really to take care that the law should be violated with impunity. (Laughter.) He could produce numerous cases, particularly in country parishes, where the members of the School Boards themselves were the greatest violators of the law, and where the attendance officer knew very well that he only held place on condition that he should not put the law in force. (Renewed laughter.) It was irregularity of attendance which most kept down the efficiency of a school, and caused waste in the provision made by the public for education. What was done in this matter abroad? We could not have a better example than Switzerland, a republic of workers which for its size exported more manufactures than any country in Europe. What did its government, which was purely democratic, and carried on for the benefit of the workers, do about education? If a boy or a girl did not arrive at school on any particular day, the parent next morning got notice from a public authority

that he had been fined so many francs. (Laughter.) If he did not send the child to school the second day, he was fined an increased amount, till by the time the child had been absent two or three days, the parent had really a serious sum to pay. The consequence was that in Switzerland the children have often long distances to go to school, and would laugh at our prohibitory two miles; they seldom absented themselves at all. The Board law of Great Britain, that a child should attend between the ages of five and fourteen years, was an excellent law, but that law was made of none effect by the exemptions, which were extremely intricate and puzzling. Up to the age of eleven years all was plain, but after the age of eleven there were two distinct doors open by which a child could escape school. First of all, the child could become a half-timer, and go to work in factory or workshop, on condition of attending school for half the day. Sometimes the standard was fixed by local by-laws for this exemption from attendance for half the day, but these local by-laws presented the most extraordinary variety, making the standard anything from the first to the fifth. There were 91 parishes which made the standard for partial exemption the first standard—(laughter)—there were 1,513 parishes and 28 municipal boroughs which made the second standard the standard of partial exemption, and these represented no less than 2,650,000 of population. Then children might, at any time after passing eleven years of age, pass a standard of total exemption, and bid good-bye to school for ever. This standard varied from the third to the seventh. There were seven parishes in England where the standard of total exemption was only the third standard; there were 9,303 parishes and 60 boroughs in which it was the fourth. Indeed, it was a credit to the parents of this country that so many of them kept their children at school, with all these temptations to take them away. When they got to the age of thirteen, these local by-laws ceased to operate, and the child could escape from school by obtaining what was called "the dunce's certificate," showing that for five years he had made 250 out of 420 attendances in each year, continuing both mornings and afternoons; or the child could still be employed in a factory or workshop until he or she obtained the local exemption certificate which was established by local by-laws, or until standard four was passed. The effect of all this was, if we counted the children at school in their ninth year, we should find 600,000; at ten and eleven years there was about the same numbers; but after the eleventh year a serious leakage began. That was the effect of our law of exemption. It was not to the interests of the workers of this country as a class that this child labor should go on. (Cheers). Facilities for child labor lowered the wages of adults, and premature taking away of children from school increased the number of unskilled workers, who were so difficult a problem at present to deal with, and whose existence was so injurious to the class of workers at large. There was another injury which this system inflicted on the workers of the country. It rendered very hopeless all attempts at social reform. No

government and no parliament could withstand anything like a unanimous demand for improvement in the direction he had indicated. Unless we intended the English people to become the hewers of wood and the drawers of water for the world, we must make them as well prepared for the work they had to do, as were foreign workmen. (Cheers.)

As an outline of what is being done in the direction of technical education in the province, I quote a portion of a paper read on the 18th of June, 1897, before the

INTERNATIONAL CONGRESS ON TECHNICAL EDUCATION IN LONDON.

“The population of Nova Scotia in 1891 as given in the last census report was 450,523. Of these a little more than one-third reported themselves as “wage-earners” or having “occupations” from which came the general support of the whole population. They are generally classified as follows:—

Occupied in Agriculture.....	53,340
“ “ Mining and Fishing	29,893
“ “ Manufacture and mechanical work.....	26,541
“ “ Domestic and personal service or trades..	23,463
“ “ Trade and transportation	18,117
“ “ The Learned Professions	6,100
“ “ Spending time, energy or income.....	2,619
.....	
Total	160,073

These figures give an approximate idea of the proportion of the different future employments of those who should be educated. The education of the mothers of families, who with the unemployed children are not included in the list of “wage-earners,” should for reasons which need not now be assigned, be even more general and practical than that of the average wage-earner.

THE PUBLIC SCHOOL SYSTEM.

“In 1864 the public “free-school” system was introduced, followed the next year by an enrolment of about 24,000 pupils at a cost per annum of about \$212,000 to the Province and the School Boards. The total enrolment in 1896 was 101,032, which cost \$813,335 for the year. The public school course of study is very definitely organized, having eight (annual) grades in the “common” school (where possible with an additional year of Kindergarten for pupils under five years of age) and four grades in the “high” school, making altogether a twelve year course free to all who are able and willing

to take advantage of the same. In the high school grades ancient and modern languages are optional subjects to the student; while drawing, bookkeeping, geography, and the elements of the natural sciences are imperative up to the end of the eleventh year. The completion of the work of each year of the high school course in a satisfactory manner, as demonstrated by the annual terminal provincial examinations, is recognized by the award of a certificate containing on its margin the percentage marks given by the Board of Provincial Examiners on each subject; thus, even should the certificate be not a "pass" from one grade to another, it may still serve the purpose of exempting the holder from the passing of an examination upon particular subjects in the matriculation of students into the various colleges, &c. In other words, the high school system is a sort of a provincial university, under which all the high schools and academies (the latter being simply high schools which, on account of the provision made by them for the free accommodation of all qualified students in the county who wish to attend, receive a special grant called the County Academy grant) are federated.

DEVELOPMENT OF THE INDUSTRIAL SENTIMENT.

"For some time there has been a growing impression that the courses of study in the schools of this continent were tending to stimulate the youth of the country more proportionately towards the literary and learned professions in which, as shown in the table above, but some 6,000 out of 160,000 are employed in Nova Scotia, than towards the industrial occupations in which the masses are engaged. As the sentiments determining the trend of the occupations of the future citizens are generally called into existence during the period of common school life, it was deemed advisable to so modify the old literary courses from the kindergarten up to the high school as to develop *pari passu* the industrial and patriotic sentiments and a sense of the dignity and pleasure of intelligent and skilled labor. This is now attempted to be done by "nature study," &c., the accurate observation and correlation of all the common phenomena, natural and artificial, in each locality, rising up to the character and working of our national institutions and the glorious inheritance of our best traditions.

"Since 1893, the Provincial Normal School admits as candidates for the professional qualification of teachers only such as have already passed the required standard of scholarship at the provincial high school examinations. While pedagogy, the practice and theory of education, &c., as in normal schools generally, are important subjects in this institution in addition to the general polishing of work already more or less completed in the high school, special stress is now laid upon the further development of the practice and teaching of simple modelling in clay, freehand and mathematical drawing, woodwork and the use of tools generally, practical demonstrations in physics,

chemistry, botany, geology, entomology and general biology, in agriculture, horticulture, dairying, &c. Manual training subjects, and such as cookery, can be introduced into any school at the option of the boards of trustees of the school sections. The Provincial Normal School at Truro is affiliated with the Provincial School of Agriculture about a mile distant, and all candidates for a diploma are required to take one or more subjects according to the class in which they are entered, so that they may be prepared to give successful object-lessons adapted to the industries of the school sections in which they may sometime be engaged. The teacher is expected to be able to develop in the pupils, from the lowest grade upwards, the habit of accurate observation and the study of all common phenomena and objects, with the action and interaction of law, natural, social, and civil, so far as exemplified in the local environment. This habit it is hoped, may make the work of the common schools more valuable as a general foundation for all professional and even literary careers, as well as for the varied and increasing complex industrial conditions of our times. While a scientific interest and an intelligent pleasure may in many cases be thus created in occupations otherwise uninviting or repellant, the scientific principles conditioning their most successful exploitation are simultaneously revealed. These object-lessons of the common schools are carried on in a more specialised form in the several grades of the high school.

SECONDARY TECHNICAL EDUCATION.

"Affiliated to the public school system or otherwise aided by public grants are the following institutions of secondary rank which do work in general technical education.

1. The manual training department of the Provincial Normal School at Truro was established as at present in 1893. The attendance in 1896 was the 144 students of the Normal School. There is also a manual training department in woodwork, opened in Halifax in 1891, free to selected classes from the highest grade of the common schools and the lower grades of the high schools. In Wolfville, established shortly after this Halifax school, there is the best equipped school of the kind in the province, including in its course ironwork as well as woodwork. It can be utilised by the public schools of the town and by Acadia College in its immediate vicinity, but it receives no provincial or civic grant, and is supported by fees in addition to the original private foundation bequeathed to the institution.

2. The Provincial School of Agriculture at Truro, established in 1885, has now two instructors, in addition to the manager of the farm. The attendance in 1896 was 81 for full and special courses, besides the 141 students taking the Normal School special courses. The school has conveniences for the practical study of all branches of

agriculture and horticulture and dairying. The school building proper is fitted up with qualitative and quantitative chemical laboratories, a dissecting room, biological laboratory and apparatus, reading room and technical library. Under the annual inspection of the principal of the school, there are five local agricultural schools in the charge of graduates, who also conduct, in affiliation with the agricultural work, the ordinary public schools of the section.

3. The Provincial School of Horticulture at Wolfville, was established in 1893, by the Fruitgrowers' Association, with the aid of an annual grant of \$2,000 from the Provincial Government. The attendance in 1896 was 67.

4. The Mining Schools were established within the last three or four years. They are carried on under the direction of the Inspector of Mines. By the Mines Regulation Act, all managers, underground managers, and overmen are required to hold certificates of competency gained by examination. These examinations are conducted in writing by a Board representing equally the mining profession, the employers and the employees. Instructors are appointed at the principal mining centres, and are charged with the preparation of candidates for examination. The courses extend over the winter months, and the instructors are paid according to results. The candidates for certificates as managers have no special instructors, they being usually men already holding underground managers' certificates, and having at their disposal one or more instructors capable of imparting the additional information distinguishing managers from the lower grades. A large number of men have successfully passed these examinations, and now fill the positions of trust about our coal mines. In 1896 40 certificates were issued to managers, underground managers, and overmen. A similar system of examination and instruction is pursued in the case of men employed about machinery used for raising and lowering persons in mines. There are three classes of these certificates, and altogether there were 16 granted during 1896.

5. The Victoria School of Art and Design was established in Halifax in the year 1887, in commemoration of the fiftieth anniversary of the accession of Her Majesty Queen Victoria. It is subsidized annually by grants from the province and the city. There is a staff of four instructors, and the attendance of students for 1896 was classified as follows:—Freehand and object drawing, 34; painting and life class, 19; senior mechanics, 10; junior mechanics, 22; architecture, 21; children's class, 10; deaf and dumb, 23. Total 139. It must be remembered in noting the number of students in this institution that many of the subjects taught here are also taught in their elementary stages in the public school and in the ladies' colleges and

convents. As more progress is made the character of this institution will further advance, confining its attention to the higher art and design education—which it already successfully affects.

6. A school of cookery has lately been opened in the city of Halifax in connection with the public schools and for more advanced work. It is proposed to give the choice of a course to all the girls in grade seven (12 to 14 years of age) in the schools of the city in return for a grant from the School Board.

PRIVATE SECONDARY TECHNICAL EDUCATION.

“There are three ladies’ colleges and two conventual colleges which give attention to the development of art and some of the practical applications of the science of common things. There are two small navigation schools, although the mathematical principles of navigation are imperative in the third year of the high school course. There are at least two institutions which give special attention to commercial subjects, although in the first and second years of the high schools the principles of book-keeping are imperative. The “Business College” at Truro reports 55 different students during the last year, and the “Commercial College” at Halifax, 225. Much of the work of these institutions is elementary in its character, so that the figures of attendance would not be an index of the amount of work of secondary rank.

THE UNIVERSITIES.

“There are no less than seven universities and institutions having degree-conferring powers in the province. Their main statistics are summarized in the following table:—

Name.	Locality.	Date.	Affiliation.	Students. 1896
Dalhousie	Halifax	1863	Undenominational	326
Acadia	Wolfville	1838	Baptist	121
Pine Hill	Halifax	1820	Presbyterian	54
King's	Windsor	1790	Episcopal	32
St. Francis Xavier,.....	Antigonish	1854	R. Cath.(Eng.)	(a)
Sainte Anne	Church Point	1890	R. Cath.(Fr.)	(a)
Halifax Medical College .	Halifax	1867	Undenominational	(b)

(a). These two institutions, in addition to their functions as colleges, serve also as high schools, and are able to draw the county academy grants for their respective counties, on account of their legal affiliation with the public school system. The respective enrolments of the two, 112 and 18, returned as high school pupils, contain some who do other work than is done in the 18 county academies generally, the sum total of whose regular attendance was 1,532 for the year ended 1896.

(b). Most of the students for the Halifax Medical School are also enrolled in the Medical Faculty of Dalhousie, and are therefore not entered here.

“Ruling out theology, medicine and law, as I did the pedagogy of the Normal School, which belongs to the “professional” rather than the “technical,” taken in its narrower etymological meaning, and applied science which is not beyond the secondary education, the work of only three of the above-named institutions need be referred to.

“Acadia College has its professors of the ordinary sciences, but during the year ended, 1896, graduated only Bachelors and Masters of Arts and a Doctor of Divinity. Yet, in the arts course, science subjects are taken; and the proximity of the Manual Training School and School of Horticulture, already referred to, permit the taking of some of their classes in the college course.

“King’s College has two professors in its staff of seven, who have charge respectively of the following subjects:—(1) mathematics, natural philosophy, and engineering; (2) chemistry, geology, and mining. Eleven of the eighteen students enrolled in the arts course are reported as taking science subjects as substitutes for, or in addition to, “arts” subjects.

“Dalhousie College returned nineteen as enrolled in the science faculty, exclusive of 197 in arts, some of whom took science subjects. Dalhousie also had 30 in medicine and 60 in law. Thus, proportionally, the number in science is nearly as small as in the other institutions. The faculty of applied science has six professors who are also members of the arts faculty, and 14 special lectures. In addition to the mathematics, physics, chemistry, &c., also found in the arts courses, the following classes have been formed:—assaying, mineralogy, applied mechanics, descriptive geometry, civil engineering, surveying, mining, hydraulic engineering, municipal engineering.

“The province of Nova Scotia is not dependent on its own universities, however, for its students are found in great numbers in the universities and technical institutions abroad.”

THE UNIVERSITIES.

Table XXI., page 37, gives the detailed statistics for the year ended July, 1897:

A.

UNDERGRADUATES IN ARTS.	1896.	1897.	Dec.	Inc.
1st year	57	90	..	33
2nd "	60	78	..	18
3rd "	61	80	..	19
4th "	64	68	..	4
Total regular in Arts	242	316	..	74
Total general in Arts	94	67	27	..
Total in Arts	336	383	..	47
“ Science	30	32	..	2
“ Medicine	50	62	..	12
“ Law	60	74	..	14
“ Theology	70	63	7	..
Total (with duplicate registration) ..	546	614	..	68
Students Registered twice	13	64	..	51
Total Students in the 4 Colleges unaffiliated with Public School System	533	550	..	47

Total number of graduates up to date, viz:—Kings, 473, Presbyterian, 312; Acadia, 509; Dalhousie, 745.

DEGREES CONFERRED.

	1896.	1897.
B. A.	66	83
B. L.	3	0
M. A.	22	27
B. Sc.	6	2
B. Eng	0	1
M. Eng.	0	0
B. C. L.	0	3
LL. B.	13	14
D. C. L.	1	4
Ph. D.	0	0
M. D., C. M.,	5	12
B. D.	5	7
D. D.	3	2

Total number of degrees conferred, 1896....124

Total number of degrees conferred, 1897....155

B.

COLLEGES AND PRIVATE SCHOOLS, PAGE 38.

Twenty-three of these are known from the large ladies' colleges down to the infant school of 6 pupils. Their statistics are given so far as the facts could be obtained. The number of pupils enrolled in them all is 1,973 with an estimated average attendance of 1,297. These institutions, together with the universities, are the only known schools independent of Provincial control and aid.

SPECIAL PROVINCIAL INSTITUTIONS.

In Appendix D, page 132, are the following reports, which speak for themselves. The Halifax Institution for the Deaf and Dumb, the Halifax School for the Blind, the Victoria School of Art and Design, and the Halifax Medical College. There is no report from the School of Horticulture, on account of the promotion of the director, E. E. Faville, to the professorship of horticulture in the State College, Manhattan, Kansas, and his absence at the usual time of making the report. From personal observance, I know the institution to have been making creditable progress during the year under his management; and the report could be at least as favorable as that of the previous year, with the general statistics showing the usual advance.

In Appendix E, page 153, are the reports of the Educational Institutes held within the school year. The ~~Summer~~ School of Science for the Atlantic Provinces, which met at Yarmouth, was its eleventh and best session. The public spirit and general environment of the people of Yarmouth contributed much to making the school specially enjoyable and edifying.

The mining schools conducted under the direction of the inspector of mines as specified on page liii of my report for 1896, have had a successful year. Certificates of a satisfactory completion of the courses prescribed were awarded as follows: Managers, 5; Underground Managers, 18; Overmen, 17; Engineers (third class), 10; (second class), 2.

DOMINION EDUCATIONAL ASSOCIATION, 1898.

The following notice of the third triennial convention of the Dominion Educational Association at Halifax in August next, has been given in the Journal of Education.

"The third convention of the Dominion Educational Association will be held in the city of Halifax, Nova Scotia, from the 2nd to the

5th of August, 1898. Membership fee, One Dollar. Teachers from Nova Scotia having certificates of attendance will be allowed one week additional holidays during the year when mutually agreeable to teachers and trustees without loss of grants according to the general regulations. It is probable similar arrangements may be made in the other Provinces. Application will be made for reduced rates of travel for members, the details of which, together with the programmes of papers and discussions in the different sections, will be published as soon as possible.

“The first convention of the association was held in Hontreal, 1892; the second in Toronto, 1895; both under the presidency of the Hon. Dr. G. W. Ross, Minister of Education, for Ontario.

The following are the officers elect for the Halifax Convention of 1898:

President:—A. H. MacKay, LL. D., Superintendent of Education, Nova Scotia.

Vice-Presidents:—Hon. Colonel James Baker, Minister of Education, British Columbia; D. H. Goggin, Esq., M. A., Regina; Hon. Clifford Sifton, Winnipeg; John Millar, Esq., B. A., Deputy Minister of Education, Ontario; J. M. Harper, LL. D., Inspector of High Schools, Quebec; J. B. Hall, Ph. D., Provincial Normal School, Nova Scotia; J. R. Inch, LL. D., Chief Superintendent of Education, New Brunswick; D. J. McLeod, Esq., Chief Superintendent of Education, P. E. Island.

Secretary:—Alexander McKay, Esq., Supervisor of Public Schools, Halifax.

Treasurer:—G. W. Parmelee, Esq., B. A., Secretary, Education Department, Province of Quebec.

Directors:—Rev. Dr. Adams, Principal Bishop's College, Lennoxville, Quebec; Dr. John A. MacCabe, Principal Normal School, Ottawa; Inspector J. W. McOuat, B. A., Lachute, Quebec; Inspector J. L. Hughes, Toronto, Ontario; George U. Hay, M. A., Ph. B., St. John, New Brunswick; Dr. James A. McLellan, Principal Ontario Normal College; Dr. Alexander Anderson, Principal Prince of Wales College, P. E. Island; Hon. Dr. G. W. Ross, Minister of Education for Ontario, and past President of the Association, Honorary Member.

“As this meeting of the Dominion Educational Association takes the place of the Nova Scotia Provincial Association, a large attendance is expected from this Province.

“As it also takes the place of the Interprovincial Educational Convention of the Atlantic Provinces, the first of which was held in St. John, a large attendance from these provinces can be expected.

“As this season of the year at the seaside combined with the cheap rates of travel expected to be secured, will make the occasion specially attractive to visitors from the central and western provinces of the Dominion, one of the greatest gatherings of the Educationists of Canada may reasonably be expected.”

Shortly after the close of the school year, on the 23rd and 24th of September last, I had the good fortune to be present at a joint institute of the teachers of Saint John and Charlotte counties of New Brunswick, and Washington county of the State of Maine, held in the Canadian border town of Saint Stephen. I was both edified and delighted by my association with the many progressive public men from both sides of the boundary line who took part in that successful international convention, among whom I may name the Hon. W. W. Stetson, State Superintendent for Maine, Dr. James R. Inch, Chief Superintendent of Education for New Brunswick, and J. T. Whitlock, Esq., Mayor of the interesting Saint Stephen, which pleasantly faces Calais on the other side of the historic and beautiful boundary river St. Croix.

All of which is respectfully submitted,

I have the honor to be,

Your obedient servant,

A. H. MACKAY,
Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, &c.

TABLE I.—SCHOOL SECTIONS, &c. (GENERAL).
Nova Scotia, Year ended July, 1897.

Countries.	Total No. of School Sections.	No. of Sections with out School any part of the year.	Total No. of Schools in session during any part of year.	No. of Schools in session 30 days or under.	Over 30 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 300 days.	Full year, Over 300 and under.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistant Teachers.	No. of Teachers holding Normal School Diplomas.	No. of Pupils registered at School during year.	Proportion of Population (census of 1881) at School during year.	No. of School Libraries.	No. of School Sections in the collection.
Annapolis	109	9	121	.....	1	9	13	58	201.5	133	1	33	4731	1 in 4.1	2	7
Antigonish	81	10	89	.....	1	8	7	47	199.	91	.....	10	3061	1 " 5.2	.....	.....
Cape Breton	132	21	167	.....	2	11	16	61	204.2	167	.....	34	7734	1 " 4.4	14	15
Colchester	122	2	128	.....	5	9	27	66	203.	171	.....	106	6834	1 " 4.3	4	5
Cumberland	156	12	195	.....	3	9	34	116	200.1	214	.....	109	8735	1 " 3.9	4	38
Digby	80	2	104	.....	2	6	9	37	202.8	108	4	28	4844	1 " 4.1	1	7
Guysboro	89	10	92	.....	4	10	51	28	195.	93	.....	18	3848	1 " 4.4	.....	.....
Halifax County	132	6	152	.....	1	4	31	90	198.8	161	1	53	7102	1 " 4.0	.....	.....
Halifax City	1	.....	139	.....	.....	.....	112	11	200.	139	1	51	7888	1 " 4.9	24	30
Hants	99	4	122	.....	4	.....	13	71	186.1	131	.....	44	4934	1 " 4.2	16	20
Inverness	176	26	150	.....	1	8	22	42	210.8	163	6	21	5741	1 " 4.5	1	2
Kings	106	4	122	.....	3	2	15	49	208.4	136	.....	49	5324	1 " 4.2	9	20
Lennoxville	147	6	173	.....	7	12	13	81	198.2	184	.....	57	7610	1 " 4.1	4	5
Pictou	130	5	175	.....	1	11	18	89	201.6	199	.....	56	7058	1 " 4.9	2	2
Queens	47	9	72	.....	1	2	6	15	206.5	72	2	10	3020	1 " 4.7	1	4
Richmond	72	2	59	.....	1	4	6	34	200.	62	.....	13	2193	1 " 4.8	3	1
Shelburne	64	3	80	.....	1	3	7	42	204.7	80	.....	16	3447	1 " 4.8	.....	3
Shubenacadie	80	20	60	.....	1	3	9	24	208.	64	.....	7	2243	1 " 5.6	1	1
Yarmouth	73	2	116	.....	2	8	16	77	204.7	117	2	37	5105	1 " 4.3	7	11
Total 1897	1896	153	2346	15	54	122	263	1033	202.	2485	17	752	109847	1 " 4.4	107	202
" 1896	1896	171	2312	13	55	138	291	935	199.8	2438	14	690	101032	1 " 4.4	134	173
Increase .....	.....	.....	34	2	.....	.....	2	98	2.2	47	3	62	.....	.....	.....	29
Decrease .....	.....	18	.....	.....	1	16	.....	.....	.....	.....	.....	.....	185	.....	27	.....

TABLE II—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS).
Nova Scotia, Year ended July, 1897.

COUNTIES.	MALE.						FEMALE.						TOTAL.				
	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class.	Second-Class.	Third-Class.	Third (Prov.)	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class.	Second-Class.	Third-Class.	Third (Prov.)	Males.	Females.	Total.
Annapolis	3	...	16	18	4	3	...	...	...	12	33	39	5	44	89	133
Antigonish	3	...	8	11	13	2	...	...	...	5	18	28	3	37	54	91
Cape Breton	4	...	15	21	14	10	...	...	...	10	46	39	8	64	103	167
Colchester	3	...	5	7	1	...	...	1	...	21	72	56	5	16	155	171
Cumberland	4	...	8	9	2	...	...	...	...	20	86	77	7	24	190	214
Digby	1	...	8	8	7	3	...	...	...	9	20	40	11	28	80	108
Guysboro	2	...	2	8	1	2	...	...	...	7	25	26	20	15	78	93
Halifax County	1	...	3	10	7	...	...	...	...	15	70	55	...	21	140	161
Halifax City	6	...	6	1	1	...	...	1	...	42	77	4	...	15	124	139
Hants	2	...	5	9	5	...	...	1	...	13	50	40	5	22	109	131
Inverness	2	...	10	27	33	18	...	...	...	2	20	28	23	90	73	163
Kings	2	...	11	10	3	...	...	3	...	18	58	26	5	26	110	136
Lunenburg	2	...	7	4	8	...	...	1	...	10	62	90	...	21	103	184
Pictou	9	...	11	13	13	...	...	...	...	14	82	57	...	46	153	199
Queens	1	...	1	5	...	1	...	...	...	7	21	25	1	8	54	62
Richmond	5	13	...	5	...	...	...	...	9	19	8	36	36	72
Shelburne	2	...	4	3	4	...	...	...	...	8	35	24	...	13	67	80
Victoria	1	8	11	7	...	1	...	1	7	16	...	27	37	64
Yarmouth	2	...	15	1	5	...	...	...	...	11	47	27	9	23	94	117
Total 1897	49	4	141	186	145	51	...	8	...	225	838	716	122	576	1909	2485
" 1896	46	4	157	181	153	41	...	10	...	199	840	585	122	582	1856	2438
Increase	3	...	...	5	...	10	...	...	...	26	...	131	...	...	53	47

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF FIRST AND SECOND CLASSES.)
Nova Scotia, Year ended July, 1897.

Countries.	CLASSES A. & B.—MALES.										CLASSES A. & B.—FEMALES.									
	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.		Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	
Annapolis.....	.....	3	2	1	2	.....	.....	.....	.....		2	4	.....	1	.....	.....	.....	.....	.....
Antigonish.....	1	3	.....	.....	.....	.....	.....	.....	.....		.....	3	.....	.....	.....	.....	.....	.....	.....
Cape Breton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Colchester.....	2	1	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Digby.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Guysboro.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Halifax County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Halifax City.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Hants.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Inverness.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Kings.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Lunenburg.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Pictou.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Queens.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Rehmond.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Shelburne.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Victoria.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Yarmouth.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....
Total 1897.....	14	26	28	14	23	19	39	26	7		28	45	32	40	34	34	9	8	.....
" 1896.....	19	25	27	16	25	24	34	32	5		33	28	42	27	27	80	12	10	.....
Increase.....	.....	1	.....	.....	.....	.....	5	.....	2		.....	20	.....	13	7	4	.....	.....	.....
Decrease.....	5	.....	.....	.....	2	5	.....	.....	.....		5	.....	10	.....	.....	.....	3	2	.....

TABLE VI.—STATISTICS (VARIOUS)
Nova Scotia, Year ended July, 1897.

COUNTRY.	No. of Pupils on Register whose ATTENDANCE DURING YEAR WAS:						No. of Pupils on Register.		SECTION.					VARIATION AND PRIZES.						
	30 days or less.	Over 30 and up to 50 days.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 days.	Belonging to this School.	From beyond limits of Rec.	No. of children in the Section from 5 to 15 years of age.	No. of those who did not attend school at all during the year.	Deaf.	Blind.	No. of visits by Secretary, Trustees and School officials.	No. of visits by other visitors.	No. of Patents and Public Examinations.	No. of Prizes awarded.	Value of Prizes awarded.			
Annapolis	421	724	1002	1001	1400	183	4523	209	4293	266	1	.....	376	128	2074	585	108 51 10		
Antigonish	368	567	720	684	667	55	2738	278	2873	137	2	.....	401	98	1190	287	102 79 35		
Cape Breton	600	1175	1614	1780	2145	330	7305	429	7277	544	5	1	1091	243	2204	2402	145 158 35			
Colchester	500	991	1328	1485	1857	178	5945	389	5636	396	1	1	591	189	2132	1294	197 66 61			
Cumberland	864	1351	1777	1868	2580	345	8354	381	8239	446	6	2	494	255	2457	1892	98 28 60			
Digby	408	753	1019	1040	1385	239	4732	112	4644	283	4	2	830	129	1572	531	231 34 50			
Guysboro'	445	739	874	849	852	89	3687	211	3961	245	3	3	344	70	1430	797	80 32 35			
Halifax County	546	960	1377	1628	2284	327	6952	150	6611	493	3	.....	531	300	1847	1811	293 109 14		
Halifax City	390	685	853	1739	3837	470	7732	151	7500	60	.....	.....	378	557	1760	1437	20 12 10	
Hants	428	792	1043	1055	1343	263	4709	225	4655	255	2	1	309	138	1580	1834	78 23 65			
Inverness	721	1128	1423	1185	1059	245	5224	517	5320	464	9	1	1209	203	2649	850	92 28 66			
Kings	603	1015	1258	1138	1170	140	4955	369	4788	335	3	2	316	170	1810	1745	81 33 44			
Lebanburg	720	1266	1538	1457	2098	431	7361	149	7348	605	8	1	562	198	2825	.....	160 66 50		
Pictou	498	356	1431	1620	2385	168	6558	505	6469	431	2	.....	652	250	2528	2408	130 92 70		
Queens	187	331	448	436	646	145	2112	81	2097	150	1	.....	167	75	865	.....	29 15 65	
Richmond	324	516	630	616	730	210	2871	149	3082	331	1	.....	519	87	1200	267	21 7 40		
Shelburne	251	481	676	705	1105	229	3356	91	3316	251	3	2	276	92	1309	1219	70 30 75			
Victoria	239	457	600	470	450	77	1998	250	1967	120	4	.....	355	66	851	274	47 27 15		
Yarmouth	296	709	919	1182	1725	274	4983	122	4951	350	4	.....	371	121	2076	1795	136 61 31		
Total 1897	3849	15590	20435	21918	29648	4407	96084	4763	94347	6102	60	16	9132	3379	34407	20873	2103 980 23			
" 1896	3921	15596	20572	22354	28593	4486	96296	4746	95903	5982	39	9	9476	3452	35108	22656	1731 971 66			
Increase	72	6	137	986	1055	89	209	17	1556	880	21	7	294	73	701	2783	372	.....	
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 43

TABLE X—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE IX OR D).
Nova Scotia, Year ended July, 1897.

COUNTIES.	English.	Latin.	French.	History.	Geography.	Botany.	Physics.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Manual Training.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	389	45	32	372	397	271	302	351	355	397	339	317	9	397	248	149
Antigonish	106	62	31	106	106	102	104	104	104	109	196	109	...	154	102	52
Cape Breton	233	34	20	230	231	217	213	211	205	233	233	222	49	237	185	52
Colchester	144	25	17	141	141	107	109	133	142	146	123	112	...	324	222	92
Chumberland	235	59	16	270	233	235	225	277	233	237	250	233	...	236	211	75
Digby	195	10	27	169	175	120	113	166	188	195	156	134	...	196	82	113
Guysboro'	106	26	7	100	100	88	97	93	101	108	99	91	...	155	87	68
Halifax County	115	21	4	113	115	111	108	111	114	113	113	111	...	115	105	10
Halifax City	191	130	59	187	187	186	186	188	187	191	187	187	11	210	181	29
Hants	303	13	5	297	305	246	233	293	284	311	288	293	...	312	224	88
Inverness	108	4	27	117	117	112	113	92	94	94	94	94	...	191	83	108
Kings	514	38	...	492	538	312	283	356	434	535	385	389	...	538	252	285
Lunenburg	185	19	10	162	169	133	135	181	164	183	121	161	...	187	126	61
Pictou	359	58	52	352	355	306	308	323	323	356	340	308	...	360	298	62
Queens	61	7	3	66	68	53	49	60	67	73	28	60	...	84	53	31
Richmond	67	9	15	66	67	65	67	65	65	67	67	66	16	67	65	2
Shelburne	151	4	7	147	147	109	109	142	143	152	136	131	...	156	109	47
Victoria	20	8	...	20	20	20	20	20	20	20	20	20	...	55	20	35
Yarmouth	168	25	48	165	189	138	139	180	151	184	159	144	2	179	123	56
Total, 1897	3702	597	380	3572	3680	2931	2913	3336	3424	3734	3473	3132	87	4202	2786	1416
" 1896	3601	703	445	3558	3617	2907	2735	3194	3374	3711	3398	3265	82	3715	2523	1192
Increase	101	...	...	14	63	24	178	142	50	23	75	...	5	487	263	224
Decrease .....	...	106	65	...	...	...	...	...	...	...	...	133	...	...	...	...

TABLE XII.--ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI or II)
Nova Scotia, Year ended July, 1897.

COUNTIES	English.	Latin.	Greek.	French.	German.	History.	Physics.	Algebra.	Geometry.	Practical Mathe- matics.	Physiology.	Manual Training.	No. holding Prov. High School Cer- tificates.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis.	55	10	3	4	1	55	55	54	54	54	54	54	30	55	45	10
Antigonish.	37	27	4	19	...	31	37	27	26	26	30	...	22	37	26	11
Cape Breton.	20	8	2	2	...	19	19	20	20	19	19	3	16	20	19	1
Colchester.	64	49	41	19	...	64	65	64	64	64	65	...	59	65	64	1
Cumberland.	33	19	3	13	...	34	34	34	34	33	33	...	29	34	33	1
Digby.	11	5	...	5	...	11	11	11	11	11	11	...	8	11	11	...
Guysboro.	9	4	...	3	...	9	9	9	9	4	4	...	5	9	9	...
Halifax County.	87	56	16	57	7	87	87	87	87	86	89	3	86	89	87	3
Halifax City.	25	2	...	1	...	25	25	25	25	24	24	...	9	25	22	3
Hants.	13	14	...	6	...	13	13	13	13	13	13	...	13	17	13	4
Inverness.	47	36	1	10	8	42	40	46	48	39	40	...	10	47	36	11
King.	21	11	...	3	...	21	21	21	21	21	21	...	10	21	21	...
Lunenburg.	21	11	...	3	...	21	21	21	21	21	21	...	10	21	21	...
Pictou.	97	63	16	39	8	96	95	96	95	95	95	...	76	97	94	3
Queens.	15	3	...	3	...	15	15	15	15	15	15	...	13	15	15	...
Richmond.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Shelburne.	21	1	...	...	...	21	21	21	21	21	20	...	21	21	20	1
Victoria.	5	2	1	...	...	5	5	5	5	5	5	...	5	5	5	...
Yarmouth.	21	13	...	17	...	21	21	21	21	21	21	...	20	21	21	...
Total for 1897.	581	328	87	200	24	589	573	589	587	583	559	6	433	590	541	49
" 1896.	640	340	105	169	21	621	552	553	612	541	514	21	364	535	313	92
Increase.	41	12	18	31	3	48	21	16	...	22	45	16	69	55	28	27
Decrease.	...	...	...	...	...	...	...	...	45	...	...	...	...	...	...	...

TABLE XIII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII OR A).
Nova Scotia, Year ended July, 1897.

COUNTIES.	Englab.	Latin.	Greek.	French.	German.	History.	Botany.	Physics.	Chemistry.	Algebra.	Geometry.	Psychology.	Sanitary Science.	Zoology.	Geology.	Astronomy.	Navigation.	Trigonometry.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. of Pupils taking full regular course.	No. taking partial or special course.
Annapolis.....	2	3	3	1	1	1	1	1	1	2	2	2	2	2	2	1	1	1	1	2	3	1	2
Antigonish.....	14	14	7	14	11	13	11	11	6	2	2	2	3	2	2	12	1	11	1	13	14	7	7
Cape Breton.....	12	13	12	4	9	9	11	11	6	11	11	11	11	11	11	11	6	7	11	13	13	11	2
Colchester.....	8	3	3	1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1
Cumberland.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Digby.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Gayaboro.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Halifax County.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Halifax City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Hants.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Inverness.....	11	11	10	10	10	11	11	11	11	11	11	10	5	5	5	11	11	11	11	11	11	8	3
Kings.....	16	19	11	10	6	18	9	10	15	14	16	19	18	8	7	10	9	14	18	18	19	17	2
Lunenburg.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pictou.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Queens.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Richmond.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Shelburne.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Victoria.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Yarmouth.....	5	4	4	5	6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	3	2
Total 1897.....	67	71	49	34	20	61	14	38	26	29	53	38	35	17	11	30	25	41	60	60	72	50	22
" 1896.....	86	86	58	53	16	69	20	55	38	38	53	66	48	20	20	22	30	43	58	58	89	62	27
Increase.....	19	15	9	19	4	8	6	17	10	9	9	28	13	3	9	3	5	2	11	11	17	12	5
Decrease.....	21	15	9	19	4	8	6	17	10	9	9	28	13	3	9	3	5	2	11	11	17	12	5

TABLE XV.—AVERAGE SALARY OF FEMALE TEACHERS.
Nova Scotia, Year ended July, 1897.

COUNTIES.	CLASS A—(FEMALE).			CLASS B—(FEMALE).			CLASS C—(FEMALE).			CLASS D—(FEMALE).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis .....	.....	.....	.....	\$117 65	\$149 50	\$267 15	\$88 24	\$131 17	\$219 41	\$58 82	\$95 89	\$154 71
Antigonish .....	.....	.....	.....	117 65	138 00	255 65	88 24	134 53	212 79	58 82	92 29	151 11
Cape Breton .....	.....	.....	.....	117 65	216 50	334 15	88 24	160 58	248 78	58 82	100 98	159 80
Colchester	\$550 00	.....	.....	117 65	177 75	295 40	88 24	148 31	233 61	58 82	97 86	156 68
Cumberland .....	.....	.....	.....	117 65	177 75	295 40	88 24	148 31	233 61	58 82	97 86	156 68
Digby .....	.....	.....	.....	117 65	154 44	272 09	88 24	134 50	212 74	58 82	108 02	166 84
Guysboro' .....	.....	.....	.....	117 65	304 28	321 93	88 24	147 94	236 18	58 82	93 66	152 48
Halifax County .....	.....	.....	.....	117 65	189 33	306 98	88 24	180 46	268 70	58 82	93 09	151 81
Halifax City	800 00	.....	.....	117 65	253 00	370 65	88 24	184 00	272 24	58 82	235 00	293 82
Hants	442 66	.....	.....	117 65	203 86	321 50	88 24	154 83	243 07	58 82	101 75	160 57
Inverness .....	.....	.....	.....	117 65	137 00	254 65	88 24	86 00	174 24	58 82	65 00	123 82
Kings	715 48	.....	.....	117 65	195 83	313 48	88 24	135 43	223 67	58 82	101 16	159 98
Lunenburg	650 00	.....	.....	117 65	158 09	276 54	88 24	137 40	215 64	58 82	99 00	137 82
Pictou .....	.....	.....	.....	117 65	164 50	282 15	88 24	134 50	222 74	58 82	98 22	157 91
Queen's .....	.....	.....	.....	117 65	161 43	279 08	88 24	127 86	216 10	58 82	88 31	147 13
Richmond .....	.....	.....	.....	117 65	175 00	292 65	88 24	92 55	180 79	58 82	86 50	145 32
Shelburne	750 00	.....	.....	117 65	275 00	392 65	88 24	146 94	235 18	58 82	91 80	150 82
Victoria .....	.....	.....	.....	117 65	223 18	340 83	88 24	133 00	221 24	58 82	82 00	140 82
Yarmouth .....	.....	.....	.....	117 65	223 18	340 83	88 24	175 53	263 77	58 82	121 67	180 19
Total, 1897	\$651 89	.....	.....	\$117 65	\$185 51	\$303 16	\$88 24	\$140 07	\$228 31	\$58 82	\$103 39	\$162 21
Total, 1896	631 87	.....	.....	120 00	182 32	302 32	90 00	137 27	227 27	60 00	100 68	160 68
Increase	\$20 02	.....	.....	.....	\$ 3 19	\$ 84	.....	\$ 2 80	\$ 1 04	.....	\$ 2 71	\$ 1 58
Decrease .....	.....	.....	.....	\$ 2 35	.....	.....	\$ 1 76	.....	.....	\$ 1 18	.....	.....

TABLE XVI.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR YEAR
ENDED JULY, 1897.

MUNICIPALITIES.	Grand total days' at- tendance made by all the pupils.	On account of Teach- ers employed.	On account of aver- age attendance of Pupils.	On account of Pupils attending Halifax School for the d.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount ap- portioned.	Amount per Pupil in attendance the full Term.
Annapolis	\$ 493,466	\$ 2,834 75	\$ 471 10	\$ 75 00	\$ 375 00	\$ 5,805 85	\$1 04
Antigonish	413,327	1,816 96	77 64	75 00	225 00	4,833 00	1 01
Cape Breton	859,884	4,086 37	743 36	37 50	375 00	10,242 28	1 41
Colchester	527,820	3,397 96	2,644 07	225 00	450 00	6,617 03	1 00
Cumberland	950,713	4,714 27	5,045 48	150 00	450 00	10,359 75	1 08
Digby	298,189	1,631 95	744 19	44 37	110 83	3,531 44	1 21
Clare	218,540	1,042 18	287 79	30 63	76 57	2,437 17	1 24
Guysboro	284,445	1,596 74	991 36	188 78	112 52	3,869 40	1 00
St. Mary's	94,736	570 36	625 04	56 22	37 48	1,289 10	1 43
Halifax Co.	631,484	3,159 54	4,831 07	...	225 00	8,215 61	1 08
Hants East	235,862	1,397 20	231 52	...	221 28	2,850 00	1 00
Hants West	220,209	1,223 13	492 95	...	228 72	2,944 80	1 40
Inverness	540,188	3,865 22	436 71	150 00	262 50	7,714 43	1 42
Kings	522,102	3,043 32	174 28	300 00	225 00	6,742 60	1 26
Lunenburg	691,077	3,503 40	681 75	371 78	154 90	7,711 81	1 13
Chester	126,595	610 85	900 08	78 24	32 60	1,621 77	1 47
Pictou	833,909	4,226 61	671 38	337 50	112 50	10,348 00	1 43
Queens	246,163	1,467 86	650 76	75 00	...	3,183 62	1 39
Richmond	315,591	1,730 70	238 91	75 00	225 00	4,319 61	1 67
Shelburne	209,509	1,119 55	977 26	38 28	191 41	2,326 50	1 06
Barrington	195,578	893 91	117 18	36 72	183 59	2,231 40	1 30
Victoria	211,076	1,653 20	2,187 49	...	...	3,740 69	2 09
Yarmouth	367,966	1,760 54	1,866 85	130 53	108 78	3,866 70	1 09
Argyle	249,699	1,100 36	1,625 45	94 47	78 72	2,799 00	1 38
Total, 1897	\$9,653,884	\$52,336 93	\$60,252 68	\$2,550 00	\$4,462 50	\$119,602 11	\$1 34
Total, 1896	9,613,502	51,000 57	63,138 08	2,850 00	2,430 00	120,018 65	1 39
Increase	\$ 40,382	\$ 736 36	...	...	\$2,032 50	...	16
Decrease .....	...	...	\$ 885 40	\$ 300 00	...	\$ 416 54	...

TABLE XVII.
SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTIES.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year.	
Annapolis	\$133 07	\$124 10	\$257 17
Antigonish	109 03	126 61	235 64
Cape Breton	123 22	123 91	247 13
Colchester	205 40	94 60	300 00
Cumberland	178 97	121 03	300 00
Digby	143 12	153 48	296 60
Guysboro	66 32	101 88	168 20
Halifax	172 65	127 35	300 00
Hants	115 73	115 35	231 08
Inverness	199 38	100 62	300 00
Kings	131 71	126 81	258 52
Lunenburg	153 96	117 69	271 65
Pictou	129 48	119 26	248 74
Queens	106 72	115 00	221 72
Richmond	108 79	100 48	209 27
Shelburne	40 67	44 32	84 99
Victoria	60 67	120 99	181 66
Yarmouth	92 32	103 59	195 91
Total 1897.....	\$2271 21	\$2037 07	\$4308 28
Total 1896.....	1864 63	2034 45	3899 08
Increase	406 58	2 62	409 20
Decrease .....	.....	.....	.....

TABLE XVIII.
POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of County Assessment paid to these Schools over and above ordinary allow- ance.
Annapolis County of	22	\$205 28
Antigonish, "	17	173 01
Cape Breton, "	17	204 04
Colchester, "	28	273 01
Cumberland, "	24	267 59
Digby, District of	16	194 67
Clare, "	7	82 99
Guysboro, "	8	110 22
St. Mary's, "	5	43 98
Halifax, County of	25	311 49
Hants, District of, East	12	105 34
Hants, District of, West	6	90 55
Inverness, County of	26	290 43
Kings, "	25	263 42
Lunenburg and New Dublin, District of	17	152 51
Chester, District of	3	26 34
Pictou, County of	18	192 31
Queens, "	14	155 86
Richmond, "	12	158 88
Shelburne, District of	5	57 27
Barrington, "	3	37 08
Victoria, County of	14	192 57
Yarmouth, District of	11	130 49
Argyle, "	4	43 08
Total 1897	339	\$3762 41
Total 1896	309	3350 55
Increase	30	\$ 411 86
Decrease		

TABLE XIX.—COUNTY ACADEMIES.

ACADEMY.	INSTRUCTORS.	Class of Licensee.	Annual Salary.	Department or subjects taught. (Subjects may be given briefly by Nos. from 65 to 90, as in following table).	Hours per Day.
Annapolis	W. M. MacVicar, A. M.....	A. cl.	\$900 00	Nos. 65, 66, 67, 68, 69, 70, 71, 73, 74, 75, 78, 79, 80, 81, 83, 84, 85, 86, 87, 88, 89, 90	5½
	Alma McCulloch.....	.....	.....	" 72, 76, 77 .....	.....
	Louise Harris.....	.....	.....	" 82.....	.....
Antigonish ...	Rev. Daniel A. Chisholm, D.D.	B.	500 00	" 105, 106.....	2
	Rev. Alex. Thompson, D. D.....	A. cl.	750 00	" 112, 118, 120, 121, 126	4
	Edward W. Connolly, B. A.....	A. cl.	750 00	" 104, 109, 110, 114, 116, 118, 119. Junior	4
	James J. Tompkins, B. A	A. cl.	750 00	" 106, 107, 109, 115, 117, 118, 125, 126. Intermediate	4
	Sister St. Margaret	B.	200 00	" 104, 109, 110, 116, 117, 118, 119 F Department	4
Cape Breton ..	E. T. Mackeen	A. cl.	900 00	" 67, 68, 70, 71, 72, 75, 76, 77, 83, 86. M. P. Q	4
	Frank J. Stewart, B. A. (Lond.)	A. cl.	750 00	" 69, 74, 78, 79, 80, 81, 82, 84, 85, 87.....	4
	May Tweedie, M. L. A.....	.....	.....	" 88.....	2
Clare ..	J. Alphonse Benoit	A. Sc.	750 00	" 67, 74, 77, 78, 79, 80, 81, 82, 83, 84, 85	5
	J. P. Connolly, B. A.....	A. cl.	350 00	" 71, 72, 73, 75, 76	5
	Rev. J. M. Haquin, B. A.....	.....	.....	" 86, 87 .....	.....
	Rev. H. Brand .....	.....	.....	" 86, 87 .....	.....
	Em. J. Vanonay .....	.....	.....	" 86, 88 .....	.....
Colchester	W. R. Campbell, M. A....	A. cl.	1200 00	" 82, 84, 86, 87.....	4½
	James Little	B.	1050 00	" 78, 80, 81, 83, 84.....	4½
	M. D. Hemmeon, B. A	A. cl.	850 00	" 72, 75, 76, 79, 83, 125, 126.....	4½
	E. M. Mackenzie, M. A.....	A. cl.	550 00	" 70, 71, 72, 78, 86	4½
	Ella Rettie	B.	400 00	" 74, 75, 76, 77, 78, 81	4½
Cumberland ..	L. A. Edwards .....	.....	150 00	" 88.....	.....
	E. J. Lay.....	A. cl.	1300 00	" 61, 69, 72, 76, 79, 80, 81, 82, 83, 86, 88.....	5
	N. D. MacTavish	A. Sc.	800 00	" 69, 71, 72, 74, 75, 77, 78, 80, 81, 84, 85	5
Digby	J. M. Longley, B. A.....	A. cl.	750 00	All subjects	4½
Guysboro	Edmund B. Smith, B. A.....	A. cl.	750 00	Nos. 65 to 87, inclusive	5½

Halifax	William T. Kennedy	A. cl.	1600 00	Nos. 67, 68, 71, 72, 75, 76, 81	4
	Silvanus A. Morton, M.A.	A. cl.	1250 00	" 74, 77, 78, 79, 80, 84, 85	4
	Kate Mackintosh	A. cl.	800 00	" 67, 70, 71, 72, 75, 76, 83	4
	Jotham W. Logan, B.A.	A. cl.	1100 00	" 86, 87	4
	Florence A. Peters	B.	700 00	" 72, 74, 78, 80, 82, 84	4
	Charles D. Macdonald, M.A. ....	.....	300 00	" 89	3
	Jules Mario Lanos, B.A., LL.B. ....	.....	400 00	" 88	4
	Kate F. Hill .....	.....	250 00	" 77	3
	Nelson Gardner	C.	580 00	" 90	4
Hants	John A. Smith, B.A.	A. cl.	1000 00	All subjects	4½
Inverness	T. M. Phelan, B.A.	A. cl.	750 00	All subjects, except 88	5
Kings	Angus McLeod	A. cl.	1000 00	Nos. 67, 68, 74, 78, 79, 80, 81, 83, 86	4
	Jennie W. Ross, M.A.	A. cl.	650 00	" 70, 71, 72, 77, 87, 88, 89	4
	Bertha B. Hebb, B.A.	A. cl.	600 00	" 66, 75, 76, 82, 83, 84, 85	4
	*Blanche McDonald, B.A.	A. cl.	.....	" 70, 71, 72, 77, 87, 88, 89	4
Lunenburg ...	B. McKittrick, B.A.	A. cl.	1000 00	" 67, 68, 72, 78, 79, 80, 81, 82, 83, 84, 85	5
	Agnes H. Roop, M.A.	A. cl.	650 00	" 70, 71, 72, 74, 75, 76, 77, 78, 80, 86	5
Pictou	Robt. McLellan	A. cl.	1200 00	" 86, 87, 88, 89	4
	Chas. B. Robinson, B.A.	A. cl.	850 00	" 74, 75, 77, 78, 80, 82, 83, 85	4
	Henry P. Duchemin, B.A.	A. cl.	700 00	" 72, 76	4
	Clarence L. Moore, B.A. ...	A. cl.	850 00	" 79, 81, 82, 84, 85	4
	*George A. Cogswell, B.A.	A. cl.	700 00	" 79, 81, 82, 84, 85	4
	*John T. McLeod	B.	700 00	" 79, 81, 82, 83, 84, 85	4
Queens	J. S. Layton, B.A.	A. cl.	750 00	All subjects	5
Shelburne	C. Stanley Bruce	A. cl.	750 00	All subjects	5
Victoria..	Margaret J. McPhee, B.A.	A. cl.	750 00	Nos. 72 to 87 inclusive	5
Yarmouth ...	A. Cameron	A. cl.	1200 00	" 72, 75, 76, 80, 84, 89	5
	Willard F. Kempton	A. cl.	1100 00	" 74, 78, 81, 83, 86, 88	5
	Beatrice Tooker	B.	200 00	" 72, 76, 78, 79, 82, 88	2½
	Harry J. Wyman	B.	200 00	" 79, 80, 82, 84, 85	2½
	*Albert H. Hood	B.	.....	" 72, 75, 76, 77, 78, 83, 88	2½
	*Winnifred McGray .....	.....	.....	" 72, 76, 82, 88	2½

* Substitute for portion of term.

TABLE XIX—COUNTY ACADEMIES.—(Continued).

ANALYSIS OF HIGH SCHOOL STUDIES.																		
ACADEMY.	GEOGRAPHY.			BOTANY.			PHYSICS.			CHEMISTRY.			DRAWING.			BOOK-KEEPING.		
	Grade IX.	Grade X.	Grade XI.	Total.	Grade IX.	Grade XII.	Total.	Grade IX.	Grade XI.	Grade XII.	Total.	Grade X.	Grade IX.	Total.	Grade IX.	Grade X.	Total.	
Annapolis.....	14	12	4	30	26	.....	26	14	4	.....	18	.....	.....	.....	14	12	26
Antigonish	63	38	25	126	63	.....	63	63	37	11	111	.....	6	46	63	38	101
Cape Breton	41	15	.....	56	41	.....	41	41	5	.....	46	.....	15	56	41	15	56
Clare	11	7	2	20	11	.....	11	11	2	.....	13	.....	7	18	11	7	18
Colchester	91	76	52	219	91	.....	91	91	53	11	155	.....	90	90	91	76	167
Cumberland	54	21	.....	75	54	.....	54	54	16	.....	70	.....	21	21	54	21	75
Digby	9	10	8	27	9	.....	9	9	8	.....	17	.....	10	10	9	10	19
Guysboro.....	32	12	5	49	32	.....	32	32	5	.....	37	.....	12	12	32	12	44
Halifax	134	125	77	336	133	.....	133	133	77	.....	210	.....	124	124	134	125	258
Hants.....	22	16	6	44	22	.....	22	22	6	.....	28	.....	16	16	22	16	38
Inverness	7	14	.....	21	7	.....	7	7	9	.....	16	.....	14	14	7	14	21
Kings.....	26	55	.....	81	26	.....	26	26	21	.....	47	.....	55	55	26	24	42
Lunenburg	32	19	.....	51	32	.....	32	32	13	.....	45	.....	19	19	32	19	51
Pictou	60	82	.....	142	59	.....	59	59	57	10	126	.....	81	81	60	84	144
Queens	14	9	9	32	14	.....	14	14	9	.....	23	.....	9	9	14	9	23
Shelburne	15	12	8	35	15	.....	15	15	8	.....	23	.....	12	12	15	12	27
Victoria.....	20	13	5	38	20	.....	20	20	5	.....	25	.....	13	13	20	13	33
Yarmouth	49	24	18	91	49	.....	49	49	18	4	71	.....	24	28	49	24	73
Total 1897	694	560	219	1473	704	13	717	692	353	36	1061	.....	562	587	694	559	1253
" 1896	643	489	202	1334	642	16	658	643	325	51	1019	.....	491	520	623	492	1115
Increase.....	51	71	17	139	62	.....	59	49	28	.....	62	.....	71	67	71	67	138
Decrease .....	.....	.....	.....	.....	.....	3	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....

TABLE XIX.—COUNTY ACADEMIES.--(Continued.)

ACADEMY.	AVERAGE AGE OF TOTAL PUPILS IN EACH GRADE. (On first day of School year)				REVENUE.				EXPENDITURE.						
					Portmoneal Grant.	School Section Funds.	Fees.	Other Sources.	Total.	Salaries.	Apparatus.	Building and Repairs.	Fuel and At- tendance.	Miscellaneous.	Total.
	XI. Grade.	X. Grade.	IX. Grade.	VII. Grade.											
Annapolis.....	15.28	16.41	18.67	.....	\$ 500 00	\$ 570 00	.....	.....	\$ 1670 00	\$ 990 00	\$ 10 00	\$ 100 00	.....	.....	\$ 1070 00
Antigonish.....	16.15	17.40	19.69	20.36	1560 00	600 00	\$100 00	\$ 1040 00	3240 00	3050 00	60 00	28 00	100 00	.....	3240 00
Cape Breton.....	16.52	17.74	20.22	.....	1000 00	1015 00	.....	.....	2015 00	1650 00	70 00	170 60	50 00	75 00	2015 00
Clare.....	17.88	18.85	21.42	19.42	500 00	.....	.....	875 00	1375 00	1100 00	275 00	.....	.....	.....	1375 00
Colchester.....	15.09	16.49	17.90	19.50	1720 00	3300 00	.....	.....	5020 00	4200 00	50 00	25 00	700 00	45 00	5020 00
Cumberland.....	15.16	16.14	17.25	.....	1000 00	1280 00	.....	.....	2280 00	2100 00	80 00	.....	100 00	.....	3280 00
Digby.....	15.83	17.31	17.65	.....	500 00	400 00	.....	.....	900 00	750 00	40 00	.....	100 00	.....	940 00
Guyaboro.....	14.56	16.56	17.65	17.65	500 00	300 00	.....	120 00	920 00	750 00	75 00	.....	40 00	55 00	920 00
Halifax.....	15.36	16.42	18.36	.....	1720 00	.....	.....	8608 87	10315 47	6875 50	95 74	622 72	531 89	2339 82	10615 47
Hants.....	16.12	16.89	16.08	16.16	500 00	500 00	.....	945 00	1945 00	1000 00	80 00	43 00	425 00	397 00	1945 00
Inverness.....	16.25	16.25	16.48	.....	500 00	290 00	.....	.....	790 00	750 00	5 00	.....	25 00	10 00	790 00
Kings.....	14.15	16.11	17.76	13.44	1000 00	1250 00	.....	200 00	2450 00	2250 00	50 00	25 00	100 00	25 00	2450 00
Lunenburg.....	14.96	16.17	18.44	.....	750 00	1025 00	.....	.....	1775 00	1650 00	50 00	.....	50 00	25 00	1775 00
Pictou.....	16.73	17.34	18.84	20.26	1670 00	2504 00	300 00	.....	27016 00	3600 00	204 00	22603 00	612 00	.....	27016 00
Queens.....	15.38	17.15	17.52	.....	500 00	350 00	.....	.....	860 00	750 00	60 00	40 00	.....	.....	850 00
Shelburne.....	15.69	17.58	16.98	16.11	500 00	560 00	.....	.....	1060 00	750 00	65 00	50 00	120 00	75 00	1060 00
Victoria.....	15.72	17.35	18.61	.....	500 00	535 00	.....	40 00	1075 00	750 00	57 50	200 00	37 50	30 00	1075 00
Yarmouth.....	15.14	16.04	16.09	18.44	1900 00	1750 00	.....	.....	2750 00	2550 00	100 00	.....	100 00	.....	2750 00
Total 1897.....	15.59	16.84	17.98	18.58	315860 00	\$38771 00	\$536 60	\$11828 87	\$67046 47	\$35425 50	\$1427 23	\$23895 72	\$3201 19	\$3096 82	\$67046 47
" 1-96.....	15.40	16.62	17.58	18.39	156660 00	21547 28	527 50	18341 00	50755 78	33077 50	1124 60	10937 13	2552 77	2333 78	50075 78
Increase.....	.19	.22	.40	.19	\$200 00	\$17233 72	\$59 10	.....	\$16970 69	\$2348 00	\$302 64	\$12958 59	\$648 42	\$713 04	\$16970 69
Decrease.....	.....	.....	.....	.....	.....	.....	.....	\$512 13	.....	.....	.....	.....	.....	.....	.....

TABLE XIX—COUNTY ACADEMIES—(Continued).

Academy.	LABORATORY (Physical.)		GYMNASIUM OR PLAY ROOM.		GENERAL.			TOTAL VALUE.	
	Dimensions of room (if any) or of cabinet, cases or shelving (if no special room).	Estimated Value of Apparatus kept here.	Dimensions of room (if any).	Estimated Value of Apparatus.	No. of Wall Maps, Charts and Globes.	No. of reference books, etc., for teachers' desks.	Estimated Value of the same.	Estimated Value of all collections, apparatus, etc., (not including furniture, as seats, desks, etc.) used for teaching purposes.	Total Value.
Annapolis	33 x 116 x 147	\$ 12 00	44 x 180 x 328	\$60 00	22	5	\$ 54 00	\$ 235 00	\$ 289 00
Antigonish		550 00			34	50	160 00	5320 00	5870 00
Cape Breton					40	15	75 00	635 00	710 00
Clare	22.6 x 5.7 x 26	100 00			10	10	75 00	250 00	350 00
Cochester		200 00			20	12	200 00	1600 00	1800 00
Cumberland	38.6 x 80.5 x 100	100 00	30 x 80.5 x 100		12	15	130 00	700 00	830 00
Digby	36 x 20 x 20	25 00			16	9	40 00	115 00	155 00
Guyaboro	36 x 36 x 56	60 00			43	7	62 00	395 00	455 00
Halifax		150 00	48 x 81.2 x 92.8		33	20	230 00	1750 00	1980 00
Hants					9	5	25 00	100 00	125 00
Inverness					4	16	36 00	131 00	167 00
Kings		75 00			42	8	225 00	725 00	950 00
Lanenburg		300 00			25	18	125 00	675 00	975 00
Pictou	42.4 x 30 x 77	200 00			50	6	100 00	3000 00	3100 00
Queens		100 00			18	2	85 00	315 00	415 00
Shelborne	8 x 5 x 16	40 00			27	3	100 00	210 00	250 00
Victoria		1 75			16		25 00	175 00	190 00
Yarmouth					12	15	50 00	500 00	550 00
Total 1897		\$2013 75		\$60 00	430	217	\$1787 00	\$16831 00	\$18618 75
" 1896		2152 00		60 00	425	265	1461 00	14740 00	15201 00
Increase.					5		\$326 00		\$2018 75
Decrease		\$38 25				48			

TABLE XX.—GOVERNMENT NIGHT SCHOOLS.

COUNTY.	SECTION.	TEACHER.	ASSISTANT.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cape Breton.....	North Sydney.....	John W. McNeil.....	.....	34	21	48
".....	Sydney Mines.....	Wm. Haggarty.....	.....	35	18	51
".....	Port Morien.....	Frank H. Beattie.....	.....	34	15	30
".....	Low Point.....	Jos. H. McIntyre.....	.....	54	31	39
".....	Glace Bay.....	Jas. W. Edwards.....	.....	36	20	39
".....	Reserve and Lofway.....	Jas. W. Chisholm.....	.....	58	12	50
".....	West Louisburg.....	Lawrence D. Bates.....	.....	30	20	46
".....	Gabarus.....	Thomas R. Richaur.....	.....	30	14	41
".....	Mainadieu.....	J. I. O'Connell.....	.....	38	21	39
Victoria.....	New Haven.....	Kenneth J. McInnis.....	.....	33	16	30
".....	West Ingonish.....	H. D. Macritchie.....	.....	29	23	38
".....	Tarbert.....	Malcolm McDonald.....	.....	46	20	50
".....	Indian Brook.....	Kenneth McLeod.....	.....	40	21	44
Inverness.....	Judique.....	Alex. McDonald.....	.....	39	18	46
".....	River Bourgeois.....	Alex. D. McDonald.....	.....	106	52	37
".....	Rear Judique Intervale.....	Andrew McLellan.....	.....	37	12	38
Richmond.....	Red Bank.....	Geo. H. Murphy.....	.....	38	28	52
".....	W. L'Ardoise.....	Jos. R. Campbell.....	.....	24	24	51
".....	L'Ardoise.....	P. A. McGarry.....	.....	36	23	48
".....	Brymer.....	K. L. McDonald.....	.....	28	17	51
Pictou.....	Pictou.....	Alex. McArthur.....	.....	37	15	54
".....	Westville.....	Michael Muir.....	.....	26	12	48
".....	Stellarton.....	John T. McLeod.....	.....	27	8.8	49
".....	Salmon River.....	H. G. Creelman.....	.....	39	27	47
Digby.....	Springhill.....	Augustin F. Hache.....	.....	76	27	21
Cumberland.....	".....	Henry B. Hogg.....	.....	.....	.....	15
".....	Terrence Bay.....	Henry W. Andrews.....	Louella Logan.....	18	9	30

TABLE XXI.—Continued.—B.—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.
Statistics for School Year ended Summer of 1897.

No. of Pupils corresponding in general attainment to each of the Public Schools Grades up Nova Scotia Act in below																								
COUNTY.	NAME OF INSTITUTION.	PLACE.	NAME OF PRINCIPAL.	No. of Teachers.	No. of Pupils corresponding in general attainment to each of the Public Schools												Total.	Average daily attendance.						
					Gr. I.	Gr. II.	Gr. III.	Gr. IV.	Gr. V.	Gr. VI.	Gr. VII.	Gr. VIII.	IX (D).	X (C).	XI (B).	XII (A).			Males.	Females.				
Annapolis	St. Andrew's School	Annapolis	H. Bradford, M. A.	52																				
Chechester.	St. Paul's Business College	Truro	S. G. Snell.	3																				
"	Truro Kindergarten	Truro	Sara B. Patterson	7	63																			
Cumberland	Parish House Kindergarten	Springhill	M. Aubert	1	26																			
"	" Private School.	"	L. Hayward	6																				
Halifax	St. Mary's Convent	Church Point	Sister M. Patricia.	6																				
"	Halifax Ladies College and Conservatory of Music	Halifax	M. S. Ker, Prin.	14																				
"	La Salle Academy	"	Bro. Ached.	7																				
"	Whiston & Frazer's C. M. Con.	"	W. H. Waddell	8																				
"	The Moses Forbes School	"	Mary F. Forbes	9																				
"	Academy of the Sacred Heart.	"	Rev. Mother Lewis	26	5	2	6	5	2	4	18	17	16	6	3	4	100	105	105	100	90	80	80	80
"	Mt. St. Vincent	"	Mother M. Fidells	15	3	1	1	1	8	13	15	16	12	15	9		100	105	105	100	90	80	80	80
Hants	Church School for Girls	Rockingham.	Miss Lafroy	12																				
"	Collegiate School	Windsor																						
Kings	Acacia Seminary	Wolfville	Adelaide F. True	10																				
"	Horton Collegiate Academy	"	J. H. Oakes, M. A.	4																				
Lunenburg	Acacia Villa School	Hortonville	McN. Patterson	4																				
"	Stella Marie Kindergarten	Lancaster	Edna L. W. Burton	4	17	10	12	10	8	7	8	8	8	6	4		7	10	17	15.5				
Pictou	St. John Baptist Convent	Pictou	St. St. Pamphile	3	10	10	12	10	8	7	8	8	8	6	4		55	61	97	73				
"	St. John Baptist Academy	New Glasgow	St. M. H. H.	3	25	23	27	27	15	5	16	11	6	4			84	63	141	103				
"	Our Lady of Lourdes	Lourdes	St. M. H. H.	3	31	14	15	30	12	2	28	3												
Yarmouth.	Frederic Academy	Yarmouth	Eudora K. Hilton	1																				
			Total 1897	144	171												780	1103	1973	1297.5				
			" 1896	126	118												813	965	1718	1307.3				
			Increase.	18	53												228	185						

Figures in brackets are estimates made in the Education Office in order to make an approximate sum total possible. The classification into grades is only approximate, in some cases based perhaps on the age of pupils, in others on the English, or Mathematics or Classics, by the various Principals. In some institutions the Principals have been unable to make an approximate classification, and therefore the Grade totals have not been made.

(a) Opened September, 1897. Statistics reported are for year 1897-8. (b) Special Students ungraded. (c) There are five divisions in this School. Three correspond to Grades II to VIII inclusive. Two divisions to Grades VI to XI (m). (d) Opened for 30 weeks during the year.

**TABLE XXII.—EXPENDITURE OF GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.
School Year ended July, 1897.**

COUNTY.	COMMON SCHOOLS.					County Academies.	Total amenable to Counties.	OTHER SERVICES AND TOTAL EXPENDITURE FOR EDUCATION.	
	Population.	No. of Schools in session.	No. of Pupils registered.	Sum of Gov. Grant.	Cost to Gov-ernment per pupil.			Inspectors' Salaries	" Stationery, Postage, &c
Annapolis.....	19,350	121	4,731	\$ 10,080 25	\$2 13	\$ 500 00	\$ 10,580 25	\$ 13,225 00	
Antigonish.....	16,114	89	3,061	6,446 30	2 10	1,500 00	7,946 30	500 00	
Cape Breton.....	34,244	167	7,734	13,212 05	1 71	1,000 00	14,212 05	3,089 57	
Coldchester.....	27,160	158	6,334	11,710 48	1 85	1,720 00	13,430 48	1,700 00	
Cumberland.....	34,529	195	8,735	15,044 76	1 72	1,000 00	16,044 76	3,400 00	
Digby.....	19,397	104	4,844	7,818 50	1 61	1,000 00	8,818 50	400 00	
Guyaboto.....	17,195	92	3,848	6,460 06	1 68	500 00	6,960 06		
Halifax County.....	32,663	152	7,102	11,872 34	1 67	1,720 00	11,872 34	1,189 46	
Halifax City.....	36,495	139	7,838	12,768 89	1 69	1,720 00	14,488 89		
Hants.....	22,052	122	4,934	9,545 84	1 93	500 00	10,045 84		
Inverness.....	25,779	150	5,741	11,295 54	1 96	500 00	11,796 54		
Kings.....	33,489	122	5,824	10,184 03	1 91	1,000 00	11,184 03		
Leunenburg.....	31,075	173	7,510	*12,474 76	1 66	750 00	13,224 76		
Pictou.....	34,541	175	7,058	+13,896 00	1 93	1,670 00	15,566 50		
Queens.....	10,810	59	2,193	+ 4,552 83	2 08	500 00	5,052 83	\$221,727 53	
Richmond.....	14,399	72	3,020	5,254 55	1 74	.....	5,254 55	6,343 75
Shelburne.....	14,956	80	3,447	6,453 91	1 87	500 00	6,953 91	3,300 00	
Victoria.....	12,432	60	2,248	4,134 18	1 84	500 00	4,634 18	9,175 00	
Yarmouth.....	22,216	116	5,105	9,457 60	1 85	1,000 00	10,457 60	1,650 00	
Total 1897.....	450,396	2346	100,847	\$182,463 87	\$1 81	\$15,860 00	\$198,323 87	\$242,611 09	
" 1896.....	450,396	2312	101,082	182,295 05	1 80	15,660 00	197,955 05	242,344 92	
Increase.....	.....	34	.....	\$168 82	.....	\$200 00	\$568 82	Increase
Decrease.....	.....	.....	185	.....	.....	.....	.....	\$466 17
Total Government Expenditure, 1897.....									
" " 1896.....									
Increase.....									
Decrease.....									
Total refund Common Schools \$31.37.									

* Less \$6.51 refunded. † Less \$46.00 refunded. ‡ Less \$1.36 refunded. Total refund Common Schools \$31.37.

TABLE XXIV.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION,
YEAR ENDED JULY, 1897.

Provincial Grants to Teachers	\$182,463 87
County Academy Grants	15,860 00
Examination (gross)	4,803 10
Inspection	13,725 00
Normal and Model Schools	9,175 00
Travelling Expenses Normal School Students.....	1,700 00
School of Agriculture	1,650 00
Institution for Deaf and Dumb.....	5,343 75
School for the Blind	3,300 00
Government Night Schools	1,514 81
School of Science	100 00
Expenses (office)	1,139 46
Salaries	3,400 00
Travelling Expenses Superintendent	400 00
	<hr/>
	\$244,574 99
Less—Refund Common Schools.....	\$ 50 37
Less—Examination Fees	1,713 53 \$ 1,763 90
	<hr/>
	<u>\$242,811 09</u>

PART III.

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APPENDICES.



CORNER, MANUAL TRAINING WORKSHOP, NOVA SCOTIA NORMAL SCHOOL, 1897.



CORNER, CHEMICAL LABORATORY, NOVA SCOTIA NORMAL SCHOOL, 1897.

APPENDIX A.

REPORT OF NORMAL SCHOOL.

A. H. MACKAY, ESQ., LL.D.,

Superintendent of Education, Halifax, N. S.

Sir:—The attendance at the Normal School last year was up to the average. A marked feature of the session was a falling off in the number of the students in the "C" class, with a corresponding increase in that of the "B" class. There is a tendency on the part of those who are seeking qualifications for license to follow up academic work through the third year, and obtain high school certificates of grade "B" before taking a professional course at the Normal School. Many of them, adding to this scholarship qualification the minimum professional certificate, take license of second class ("C") and teach for a year or more before coming to the Normal School. With this practical experience, gained it may be, at the expense of the pupils on whom they experimented, they are, no doubt, better prepared to appreciate the educational principles inculcated at the Normal School, and to give more ready response to the training influences brought to bear on them.

The number of diplomas of the various ranks awarded, and the names of the students to whom they were given, as well as various other facts, are included in the subjoined tabular statement.

During the session we were favored with an exceedingly interesting course of lectures by the following gentlemen:

A. H. MacKay, LL.D., Superintendent of Education, on Industrial Education;

Hon. J. W. Longley, D. C. L., Attorney-General, on Civics;

John Stewart, Esq., M. D., on School Athletics;

Rev. Prof. Thompson, D. D., on Physics in Our Common Schools;

The Governor-General's medals were awarded as follows:—

Silver medal to Ernest W. Robinson, for the best essay on Correlation of Studies in our Public Schools;

Bronze medal to Miss Lottie R. Haughn, for the best essay on Why Teachers are required to Keep Neat and Accurate School Registers.

Heretofore we have had two silver medals placed at our disposal, and as no intimation of change had been received, the second medal was competed for as usual, and was awarded to Miss Annie A. D. Pickles. On making application for the medals shortly before our closing, I was surprised to learn from his Excellency's Secretary that one of the silver medals had been withdrawn.

Our closing in June was of more than ordinary interest. Prof. Theodore H. Rand, D. C. L., of MacMaster University, Toronto, gave a brilliant address, suited to the occasion. We were honored by the presence of His Excellency the Right Honorable the Earl of Aberdeen, Governor-General of Canada, His Honor Malachy Bowes Daly, the Lieutenant-Governor of Nova Scotia, and the Hon. George H. Murray, Premier of Nova Scotia.

Before closing this report, I would call your attention to the very anomalous condition of the Kindergarten in connection with the Normal School. While we are using this appendage to our equipments as a part of our machinery, and regard it as an important agency in the training of teachers for our public schools, it really has no place within the Normal School organization. It is simply a private concern without any reliable basis. A specially ungracious feature in the arrangements by which it exists is the condition which requires the instructor to pay the janitor for such attention as he is required to give the Kindergarten. I need scarcely say to you that a Kindergarten is, at the present day, regarded as an essential part of the equipment of a well-organized Normal School, and I beg to urge that our Kindergarten be made an integral part of the institution, and that it be provided for in the same manner as are the Model School departments.

Respectfully submitted,

J. B. CALKIN,
Principal.

Normal School, Truro, N. S., August 25, 1897.

STUDENTS OF SESSION 1896-'97.

AWARDED ACADEMIC DIPLOMAS.

(The figures show the number of the Diploma.)

Baker, Elma	9	Sheet Harbor	Halifax.
Bigney, James H	1	Tusket	Yarmouth.
Blackadar, George D	11	Hebron	"
Caldwell, Mabel E	10	Cambridge	Kings.
Cann, Jeanette A	3	Yarmouth	Yarmouth.
Flemming, Ernest	6	Great Village	Colchester.
Grant, Milton D	13	Eureka	Pictou.
Macritchie, John M	7	Englishtown	Victoria.
McGray, Margaret W	2	Yarmouth	Yarmouth.
Marchant, Ethelberta	5	Brooklyn St	Kings.
O'Brien, Mary A	8	Noel	Hants.
Smyth, Patrick S	14	Port Hood	Inverness.
Stirling, John	12	Clifton	
Tooker, Beatrice	4	Yarmouth	Yarmouth.

AWARDED FIRST RANK DIPLOMAS.

Alcorn, Emily F	19	Berwick	Kings.
Balcom, Edith M	12	Paradise	Annapolis.
Beaton, Katharine	24	Springhill	Cumberland.
Bethell, Clarence G	34	Port La Tour	Shelburne.
Bishop, Mina A	22	Digby	Digby.
Blackwood, Florence	13	Halifax	Halifax.
Bruce, Charles J	48	Truro	Colchester.
Cameron, Minnie	14	Stellerton	Pictou.
Campbell, Jessie B	23	Baddeck	Victoria.
Capstick, Herman	35	Lockeport	Shelburne.
Chisholm, Edna M	64	Great Village	Colcheseer.
Chute, Flora L	8	Berwick	Kings.
Crowe, Clara	63	Pleasant Hills	Colchester.
Crowe, Fred L	54	Lower Truro	"
Cunningham, John H	41	Guysborough	Guysborough.
Delaney, James A	37	Halifax	Halifax.
DeWolfe, Loran A	44	West Gore	Hants.
Eaton, Grace I	60	Truro	Colchester.
Ellenwood, Bertha D	15	Yarmouth	Yarmouth.
Freeman, Frank E	52	Paradise	Annapolis.
Goodwin, George L	53	Upper Granville	"

Hendry, Edward S	43	North Brookfield	Queens.
Hunt, R. Leigh	45	Brookfield	"
Jacques, Frank B	62	Auburn	Kings.
Keddy, Owen B	42	Milton	Queens.
Kempton, May L	26	Milton	"
Kinney, Laura	16	Yarmouth	Yarmouth.
Lee, Angie M	30	Aylesford	Kings.
Linton, Hayward	49	Truro	Colchester.
MacAmis, Kate I	25	Antigonish	Antigonish.
McBain, Alexander R	36	Meadowville	Pictou.
MacCurdy, Gertrude	32	Onslow Station	Colchester.
Macdonald, Juanita A	31	Truro	"
McDonald, Nina	33	Lockeport	Shelburne.
MacDougall, Ethel	27	West Gore	Hants.
McIver, John A	40	South Cove	Victoria.
McKay, Mary F	59	Plymouth	Yarmouth.
MacKenzie, Sophia S	10	River John	Pictou.
McLean, John R	55	Port Morien	Cape Breton.
McLellan, Mary	61	Noel	Hants.
McRae, Muriel H	9	Durham	Pictou.
Marchant, Laura L	57	Brooklyn St	Kings.
Marshall, Lillian E	58	Halifax	Halifax.
Morrison, John C	38	Englishtown	Victoria.
Moses, Winifred	17	South Ohio	Yarmouth.
Murray, Eben H	56	Plainfield	Pictou.
Purney, John	39	Shelburne	Shelburne.
Raymond, Luella A	18	Yarmouth	Yarmouth.
Robinson, Ernest W	50	Lakeville	Kings.
Spurr, Alice M	11	Melvorn Square	Annapolis.
Swanson, Mary Mack	29	Kentville	Kings.
Thomas, Alice	21	Dartmouth	Halifax.
Thomas, Louise L	28	Truro	Colchester.
Webster, Eugenie V	20	Brooklyn St	Kings.
Wheelock, Frank E	46	Lawrencetown	Annapolis.
White, Jennie Mack	7	Berwick	Kings.
Whitman, George W	47	Guysborough	Guysborough.
Wood, Berton J	51	Lakeville	Kings.

QUALIFIED FOR FIRST RANK DIPLOMAS AFTER ONE
YEAR SUCCESSFUL TEACHING,—IN THE MEAN-
TIME HOLDING SECOND RANK.

Butchart, Ada M	34	Truro	Colchester.
Conway, Isabella H	30	Springhill	Cumberland.
Durland, Royden K	36	Yarmouth	Yarmouth.
Freeman, Alberta T	32	Milton	Queens.
Lamey, Bessie	29	Port Hawkesbury	Inverness.
McDougall, John	35	Riverside Corner	Hants.
Moore, Clara M	33	Truro	Colchester.
Sutherland, Jennie I	31	Halifax	Halifax.

AWARDED SECOND RANK DIPLOMAS.

Archibald, Nettie J	15	Truro	Colchester.
Boyle, Rose L	10	West Caledonia	Queens.
Brannen, Luella	13	Lower Woods Hbr	Shelburne.
Caldwell, Elsie F	9	Westchester	Cumberland.
Christie, Violet A	11	Harmony	Colchester.
Copeland, Eliza A	1	Merigomish	Pictou.
Creighton, Laura J	10	West River	Pictou.
Crowe, Annie	2	Beaver Brook	Colchester.
D'Entremont, Raymond	22	West Pubnico	Yarmouth.
Ervin, Mary E	21	Gay's River Road	Halifax.
Jeffers, Annie L	16	Newville	Cumberland.
Johnston, Isabella	8	Halifax	Halifax.
Lanner, Margaret	18	Springhill	Cumberland.
Lyall, Beatrice H	7	Halifax	Halifax.
Lynch, Jennie C	14	Truro	Colchester.
Morton, James R	28	Milton	Queens.
Murray, Christine M	20	Loganville	Pictou.
Murray, Grace E	6	Yarmouth	Yarmouth.
O'Brien, Nancy E	17	Noel	Hants.
Pickles, Annie A. D	4	Nictaux Falls	Annapolis.
Rice, Hattie A	25	Baddeck Forks	Victoria.
Rutherford, Ethel	12	Truro	Colchester.
Webster, Annie A	5	Cambridge	Kings.
Woodward, Millie R. R.	3	Nictaux Falls	Annapolis.

QUALIFIED FOR SECOND RANK DIPLOMAS AFTER ONE YEAR OF SUCCESSFUL TEACHING,—IN THE MEAN- TIME HOLDING THIRD RANK.

Dickson, Lena L	35	Hantsport	Hants.
Johnstone, Blanche B	31	West New Annan	Colchester.

AWARDED THIRD RANK DIPLOMAS.

Archibald, Minnie M	37	Truro	Colchester.
Baird, Ethel	10	Salem	Cumberland.
Beranger, Mary E	17	River Bourgeois	Richmond.
Bourque, Mary M	20	Eel Brook	Yarmouth.
Brechin, Maggie	30	Upper Nine Mile River . .	Hants.
Brundage, Katharine	39	Tidnish	Cumberland.
Cameron, Hattie B	33	Urbania	Hants.
Cameron, Rachel MacD	28	Piedmont Valley	Pictou.
Carmichael, Thomas H	27	Windsor	Hants.

Chisholm, Delena	12	Truro	Colchester.
Crowe, Annie G.	24	Truro	"
Dimock, Winona B.	13	Truro	"
Doncaster, Lilla A	6	Leicester	Cumberland.
Fulton, Mabel	19	Cross Roads	Colchester.
Grant, Lottie R.	22	Cross Roads	"
Hartegan, Elizabeth	36	Big Baddeck	Victoria.
Haughn, Lottie R.	21	Lapland	Lunenburg.
Kennedy, Christie	41	Pleasant Valley	Colchester.
Knock, Laura M	34	Lunenburg	Lunenburg.
Landells, Emma B.	40	Meagher's Grant	Halifax.
Loughead, George W	42	Beaver Brook	Colchester.
McDonald, Catherine	14	Caledonia Mills	Antigonish.
McDonald, Mary E.	3	North River	"
MacDonald, Sadie J	15	James River Station	"
McLean, Margaret I	7	Margaretsville	Annapolis.
MacLeod, Jessie M	5	West New Annan	Colchester.
McLeod, Margaret S.	16	Hunter's Mountain	Victoria.
Macneill, Maggie	4	Lingan	Cape Breton.
McMutt, Eressa B.	23	West St. Andrew's	Colchester.
Matheson, Katie M.	43	Grand River	Richmond.
Mulock, Adelaide S.	11	Rhodes' Corner	Lunenburg.
Purdy, Maggie.	9	Little River	Cumberland.
Robinson, Alice A.	29	Diligent River	"
Smallwood, Lizzie B.	32	Truro	Colchester.
Smith, Laura M.	38	Dublin Shore	Lunenburg.
Taylor, Annie M	1	Morse Road	Annapolis.
Thompson, Catherine L	8	Nine Mile River	Hants.
Tobin, Minnie T	2	Clyde River	Shelburne.
Watson, Isabel C.	26	Baddeck	Victoria.
White, Sarah C.	18	Basin River Inhab'nts.	Richmond.
Withrow, Cynthia E.	25	Truro	Colchester.

COURSE UNCOMPLETED.

Bernard, Katie S.	Pictou	Pictou.
Christie, Gertrude.	Truro	Colchester.
McLean, Neil J	Fourchu	Richmond.
McLellan, John A	Kempt Road	"
Murphy, Emma.	Wallace Bridge	Cumberland.

ADVANCED TO ACADEMIC RANK.

Fraser, Daniel A.	New Glasgow	Pictou
Lawson, Thomas	Grafton	Kings.
Logan, Bessie M.	Truro	Colchester.

STUDENTS OF A FORMER YEAR ADVANCED FROM
SECOND RANK TO FIRST RANK ON INSPECTOR'S
RECOMMENDATION.

Allen, Stella.....	.....	Halifax.....	Halifax
Bishop, Ida M .....	.....	Truro	Colchester.
Black, Sadie E .....	.....	Amherst	Cumberland.
Crowe, Winfield A .....	.....	Truro	Colchester.
Donavon, Florence E ...	.....	Truro	"
Elliott, Jane.....	.....	Springhill.....	Cumberland.
Graham, Jessie E .....	.....	Bear River.....	Digby.
Loughead, Carrie.....	.....	Truro	Colchester.
Macdonnell, Beatrice....	.....	Port Hood.....	Inverness.
O'Brien, Katie E.....	.....	Noel	Hants.
Park, Florence M .....	.....	Beaver Brook	Colchester.
Peppard, Sarah I .....	.....	Great Village	"
Roop, Ernest P .....	.....	Clementsport	Annapolis.
Sproull, Katie F .....	.....	Stellarton	Pictou.
Starratt, Harry J .....	.....	Paradise.....	Annapolis.

STUDENTS OF A FORMER YEAR ADVANCED FROM
THIRD RANK TO SECOND RANK ON INSPECTOR'S
RECOMMENDATION.

Murphy, Bella .....	.....	Truro	Colchester.
Parker, Alice .....	.....	Tenny Cape.....	Hants.
Ritcey, Sarah M .....	.....	Ritcey's Cove	Lunenburg.
Sutherland, Dorothy J..	.....	The Falls.....	Colchester.
Trenholm, Minnie I ....	.....	Fort Lawrence.....	Cumberland.
Webster, Leora C .....	.....	Cambridge	Kings.



***CORNER, BIOLOGICAL LABORATORY, NOVA SCOTIA SCHOOL OF AGRICULTURE,
1897.**



***CORNER, CHEMICAL LABORATORY, NOVA SCOTIA SCHOOL OF AGRICULTURE,
1897.**

SCHOOL OF AGRICULTURE.

A. H. MACKAY, LL.D.,
Superintendent of Education:

Sir,—I have the honor to submit the following report of the Provincial School of Agriculture, for the school year ended 31st July, 1897.

During the past year seventy students have attended this school. They came from the following counties and countries: Richmond, 1; Victoria, 2; Guysboro, 2; Pictou, 3; Colchester, 21; Halifax, 7; Cumberland, 1; Hants, 2; Kings, 4; Annapolis, 8; Queens, 3; Shelburne, 4; Digby, 1; Yarmouth, 7; Mass., U. S., 1; Scotland, 1; England, 1; New Brunswick, 1. Total, 70.

Of this number twenty-seven are in attendance at this date (July 31st.)

At the date of my last report (July 31st, 1896) there were twenty students in attendance at the school, which has been in continuous session ever since. While no winter session was advertised, not only did we have a large regular attendance, but a large number of teachers took advantage of the course in special lines.

Until April the course of study given in the calendar for 1896 and since April the course in the calendar for 1897 have been followed. In the last calendar the arrangement of the course was radically altered to make it better conform to the regular succession of farm work. With this arrangement, the student can enter in the spring, and have his instruction accompany the work on the farm throughout the year.

I need scarcely refer to the character of the instruction. In every subject the student learns by doing. If the subject be a study of the beneficial or injurious insects, he will watch and observe their character and habits under natural conditions, and then will study them in confinement till he has become well acquainted with them. Having done this he will then review the literature upon them, and compare it with the information he has acquired. In the same way each subject is taught, and as a result our students and graduates become intelligent individuals, able to observe, think and act.

On account of the changes made in our calendar the most of our students taking the full course will not complete it until December.

There are nineteen taking the full course, besides those in special classes.

Although the most of the students will not graduate till December I am able to recommend the following as having completed the regular or special course as indicated:

TEACHERS' DIPLOMAS.

George Grassie Archibald.....	Truro, Colchester Co.
Leslie Cleveland Harlow.....	Lockeport, Shelburne Co.
Arthur G. Ruggles.....	Annapolis, Annapolis Co.

CERTIFICATES.

Warren S. Webb.....	Wallace, Cumberland Co.
Lorne A. DeWolfe.....	West Gore, Hants Co.
Benton J. Wood.....	Lakeville, Kings Co.
Fred L. Crowe.....	Lower Village, Col. Co.
Benton F. Porter.....	Truro, Col. Co.
Harry F. Harding.....	Truro, Col. Co.
A. W. Leslie Smith.....	Truro, Col. Co.
Melville W. Blanchard.....	Truro, Col. Co.
Florence E. Donovan.....	Truro, Col. Co.
William M. Hepburn, B. A.....	Pictou, Pictou Co.
William M. Aymar.....	Digby, Digby Co.
Louise Thomas.....	Truro, Col. Co.
Albinus W. Horner.....	Salem, Yarmouth Co.
Joseph Chapman Dalrymple.....	Truro, Col. Co.
Louis Frank Waters.....	London, England
Mary O'Brien.....	Noel, Hants Co
Clarence G. Bethell.....	Port La Lour, Shelburne.
Herman Capstick.....	Lockeport, Shelburne Co.
John Charles Morrison.....	Englishtown, Victoria Co.
John A. McIver.....	South Cove, Victoria Co.
Owen B. Keddy.....	Milton, Queens Co.
Edward S. Hendry.....	North Brookfield, Queens Co.
R. Leigh Hunt.....	Brookfield, Queens Co.
George W. Whitman.....	Guysboro, Guysboro Co.
Ernest Robinson.....	Lakeville, Kings Co.
G. L. Goodwin.....	Upper Granville, Ann. Co

The following graduate students have been in attendance the pas

Charles H. Churchill.....Brooklyn, Yarmouth Co.
 Willie A. Ross.....Hilden, Col. Co
 Charles J. Bruce.....Bible Hill, Col. Co.
 G. G. Archibald.....Truro, Col. Co.

SUMMER TERM FOR TEACHERS.

There was an unusually large attendance during the past summer, twenty-six teachers taking advantage of the instruction.

A number of college undergraduates and graduates have attended both during spring and summer terms.

CALENDAR.

The session of the school will open as follows in the coming year:

November 1st, 1897; February 3rd, 1898; April 1st, 1898; May 5th, 1898; July 7th, 1898.

A detailed statement of the work of the school, giving the subjects and the hours devoted to each, as well as the exact time of recitation in each subject, appears in the printed calendar, and is an epitome of our work, so that I need not repeat it here.

NORMAL CLASSES.

Every student attending the Provincial Normal School received instruction in the Sciences at the School of Agriculture. The amount of time and the character of the work was very similar to that of last year.

LOCAL AGRICULTURAL SCHOOLS.

The following localities have had local "Agricultural Schools," either for the year or a part of the year. While these schools are doing good work, I think the time has arrived when they should do more work than has been required of them in the past. They stand unrivalled as a means of making our education more scientific and practical, but as there are no similar schools elsewhere in the world, we, on this account, have no precedents to follow. It has been necessary to give the teacher more latitude, especially since the introductory stage has been passed. I trust that under the new regulations recommended they will become even a greater force for good than before.

They were held at Little Glace Bay, C. B.; Beaver's Cove, C. B.; Union Hall, Pictou Co.; Richmond, Halifax; Melvern Square, Annapolis Co.; Freeport, Digby Co.; Port Maitland, Yarmouth Co.; Middleton, Annapolis Co.

Again, I can report that another teacher, Mr. W. O. Creighton, of West River, Pictou, has left the profession to devote his whole attention to his farm, creamery and cheese factory. No sooner are teachers properly educated to teach farming than they become farmers. A majority of the Agricultural Teachers teaching this year have farms of their own. I may mention, also, that during the past year five of our farmer graduates purchased farms in Nova Scotia, namely, two in Cape Breton and three in Nova Scotia proper.

HORTICULTURE.

The work in Horticulture is becoming more important each year. Like Agriculture, it can be taught successfully only when the teaching is combined with practical work. On this account some land has always been devoted to this work, but during the present season a larger amount than ever.

Fruit crops were a failure this year on account of the very unfavorable season; but in spite of all the unfavorable conditions nearly every tree has some fruit. While others had their plum trees killed or severely injured, only some of the fruit buds of ours were.

Our crop of vegetables is the largest had for some years, and will reach maturity before severe frost. The following varieties are growing: The various root crops, cabbage, cauliflower, brussels sprouts, broccoli, kohl rabi, tomatoes, beans, peas, corn, squash, melons, onions. The success of these under very unfavorable conditions has been instructive to the student, and to many others who have observed their growth.

ARBORICULTURE.

Permission was given this spring to utilize the land between the residence and school building for an arboretum. It is proposed to have growing here the trees and bushes of Nova Scotia, and eventually such foreign varieties as may be desirable. The advantages and benefits of such an arboretum are evident. Already we have planted a number of our native trees, and Dr. Saunders, the director of the Dominion Experimental Station, kindly sent us forty new species this spring, all but two of which are growing nicely.

H. W. SMITH,
Prin. School of Agriculture.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

DISTRICT NO. 1—CITY AND COUNTY OF HALIFAX.

G. CREIGHTON, Inspector.

Sir,—I have the honor to submit my report for the school year ended July 31st, 1897. Every section in the Musquodoboit district had school during a greater portion of the year. Lake Egmont, Kerr and Glenmore, sparsely settled sections, close their schools during the winter months.

Sheet Harbor Road Section has been without a school for several years. An effort is being made to re-open a school during the coming year.

An evening school was conducted at the Dufferin Mines by Mr. Hogan, a resident teacher, as the cessation of mining operations rendered the support of a day school impossible.

A school building, begun at Mushaboom in 1891, was not completed until this year. A school was opened last September. This section had been without a school for a period of thirteen years.

In Western Halifax all schools in the organized districts were in operation, excepting that of West Dover. The failure of this section to maintain a school was in part due to the terrible scourge of diphtheria, which proved so fatal towards the close of the previous year.

There are eight rural schools in W. Halifax, attended almost exclusively by coloured children—African, Lucasville, Maroon Hill, Cobequid Road, Beech Hill, Lake Loon, New Road and Partridge River.

The Partridge River school house was burned in 1892. Through the efforts of Messrs. A. L. Wood and B. H. Eaton a building was secured, and a school opened at the beginning of the year. Messrs. Wood and Eaton were also instrumental in having a suitable school house built at New Road. There has been no school in this section since 1882.

The following summary of statistics, relating to the schools of this inspectorate will be found to be of interest.

SUMMARY OF STATISTICS.

GRADE.	TEACHERS EMPLOYED.								Period of Service, 1 year or less.	Service two to five years.	Over 20 years.	Trained at Normal School.	Without Normal training.	Total.	No. of pupils under 15.	No. of pupils over 15.	Total No. of pupils enrolled.	Grand total days' attendance.	Daily present on an average.	No. of Schools in Session 60 days or over.	No. of Schools in Session from 100 to 150 days.	No. of Schools in Session over 200 days.	Average No. of days each School was in Session.	Total vote for School purposes.	Cost per pupil (not including Government grant.)		
	Male.				Female.																						
	A	B	C	D	A	B	C	D																			
1896.....	2	2	8	4	1	10	73	57	42	37	4	57	101	158	6566	278	6844	7509	84	3702	1	...	101	197	\$26457	50	\$3 86
1897.....	1	3	10	7	0	15	70	55	55	38	8	53	108	161	6783	319	7102	8079	40	3946	2	...	114	199	\$26339	75	\$3 77
Increase	1	2	3	...	5	13	1	...	7	3	3	217	41	258	5697	244	1	...	13	2	
Decrease.....	1	1	...	3	2	1	4	5..	\$123	75	\$0 9	

The school buildings at Maroon Hill and Lake Loon are in a dilapidated condition.

A new school house has been completed at East Jeddore. Hackett's Cove, East River and South Ship Harbor sections have new buildings in course of erection.

The following sections have made substantial improvements to their school buildings during the year: Lower Meagher's Grant, Goff, Higginsville, Lindsay Lake, Musquodoboit Harbor, Lower Lakeville, Cow Bay, Oakfield, Grand Lake, Glen Margaret, East Sheet Harbor and West Sheet Harbor.

Much needed improvement to school grounds was made on Arbor Day in quite a number of sections. At Smith's Cove a neat fence was placed around a plot of ground, which the school children converted into a pretty flower garden.

Smith's Cove section supplies text books free. The general adoption of such a system would add greatly to the efficiency of the schools.

The teachers in this district, with few exceptions, are endeavoring faithfully to carry out the directions given in the outlined course of study. The ordinary branches are taught with a fair degree of intelligence, but teachers who have not had the advantage of training in good schools find it difficult to give instruction in music, nature lessons and drawing.

As a general rule, the best work is done by those teachers who have received Normal training in addition to a thorough drill in the subjects taught in the common and high schools.

The Dartmouth schools, under the efficient management of Mr. Miller, continue to do good work.

The excellent report of Supervisor McKay to the Board of School Commissioners renders further reference to the work of the city schools superfluous.

I have the honor to be, sir, your obedient servant,

G. CREIGHTON.

To A. H. MACKAY, LL.D.,
Superintendent of Education.

DISTRICT NO. 2—LUNENBURG AND QUEENS.

H. H. MACINTOSH, Inspector.

Sir,—I have the honor to submit the following report on the public schools of Inspectorate District, No. 2, for the year ended July 31st, 1897.

There has been no increase in the number of sections, and very few changes in boundaries, so that the district remains practically the same as at the close of last year.

The following table gives a summary of the schools in operation, etc.:

Counties.	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Lunenburg	173	184	7,521	818,133
Queens	59	62	2,193	246,953
Total, 1897	232	246	9,714	1,065,086
Total, 1896	228	241	9,708	1,071,175
Increase	4	5	6	
Decrease				6,089

This shows that although there was an increase in the number of schools, teachers and pupils, the days' attendance was smaller than in 1896. It must not be concluded, however, that the attendance has fallen below the normal, as the attendance for 1896 was exceptionally high, being 42,485 days greater than in 1895.

In Lunenburg Co., the schools were open on an average 198 days, and in Queens Co., 200 days out of a full term of 215 days.

The proportion of population attending school in Lunenburg Co. was 1 in 4.1, and in Queens 1 in 4.8.

Lunenburg Co. reports 605, and Queens 150 children that did not attend at all during the year.

Of the 246 teachers employed in the district, 70 were Normal School graduates.

	A.	B.	C.	D.	Males.	Females.
Lunenburg County	3	17	66	98	21	163
Queens Co.	1	8	26	27	8	54

AVERAGE ANNUAL SALARIES.

Lunenburg County.

	A.	B.	C.	D.
Males..	\$855	\$384	\$216	\$177
Females	650	277	216	158

Queens County.

Males..	\$750	\$418	\$262	\$143
Females . . . . .	...	279	216	147

Six sections in Lunenburg Co. had no school during the year. Two of these are only nominal sections. The others usually have school for part of the term only, and failed to secure teachers for that part most convenient for the attendance of pupils.

Every school in Queens Co. may be said to have been in operation some part of the year. The two sections reported without school in the abstracts are dormant sections, not organized and not likely to be. The few children in these sections attend neighboring schools.

New schools were opened in Rosebud and Maplewood sections, and additional departments in Lunenburg, Blockhouse, Chester Basin and Milton.

New school houses have been built in Falkland, Maplewood, Miser's and Port Mouton, North—all supplied with improved patent seats and desks.

The following sections have made extensive repairs to buildings, improvements to school premises or supplied new furniture, viz.—Black Rocks, Middle South, Upper Rosebay, Ritcey's Cove, Blockhouse, Upper Cornwall, Upper Chelsea, Lower Chelsea, Port Medway, Port Jolie, Eagle Head, White Point and East Port Medway.

Smaller repairs and improvements have been made in a number of other sections.

I am safe in reporting that the school houses and premises in this district, taken as a whole, were never in as good condition as at the present time.

In respect to the regular work of the schools, I have little that is new to report. A large majority of the teachers have worked faithfully and well, and given a good year's service. The outlook is certainly encouraging. The course of study is becoming better understood from year to year, and consequently is being used to better ad-

vantage in the classification of the schools. My impressions gained from the past year's inspection, as to the teaching of the various subjects of the common school course, are briefly as follows:

Reading is poorly taught in a majority of the schools.

Writing has this year received much more attention than formerly, and considerable improvement has been made.

Arithmetic is better taught than any other subject of the course.

Geography, in too many of the schools, is taught, or rather learned, wholly from the text book. The pupils prepare the lessons at home by committing the text to memory, and take up the time of the school reciting it to the teacher.

A marked improvement has been made during the last few years in the method of teaching Grammar, and may be largely, if not altogether, attributed to the discarding of the text book. We now seldom find the text book used below the 8th grade. Formerly, much time was wasted, and very meagre if any practical results obtained.

Drawing and Music may be called new subjects in the schools. Many of the teachers knew little about either, but made an honest effort to qualify themselves, and the results have been most encouraging.

Nature Lessons were brought prominently before the miscellaneous schools by the distribution of the "Nature Observation" sheets in the April Journal of Education. The schools interested in these lessons returned the sheets with the desired information. The practical nature of the useful knowledge paper in the High School Entrance Examinations keeps Nature Lessons a live subject in the larger graded schools.

It was found necessary during the year to supply a second High School teacher in the Lunenburg Academy in order to efficiently serve the large and increasing attendance of High School pupils. The results of the Provincial Examinations show that the work of this Academy compares favorably with that of any similar institution in the province.

The Bridgewater and Mahone Bay High Schools are also to be congratulated on the large per centage of successful candidates.

J. D. Sprague, Esq., so long connected with the Liverpool Academy, was out on leave of absence for the year, and his place filled by J. S.

Layton, B.A., of Dalhousie College. We are glad to know that Principal Sprague resumes charge next year.

A sufficient supply of teachers could not be had to fill all the schools, particularly those opening after the beginning of the term, and a few permissive licenses had to be granted. Trustees have been given to understand that this practice will not be continued, and next year I expect, with possibly a single exception, to have every school in charge of a licensed teacher.

The extremely wet weather, and almost impassable condition of the roads during the autumn and spring made the work of inspection a difficult task. I succeeded, however, in reaching all the schools in session at the time of my visitation, and a number of them a second time.

With three exceptions, the returns came to hand within the specified time, and although two were grossly incorrect, and the teachers sending in the same were required to make out new ones, they were on the whole superior to those of any former year.

The registers are, with a very rare exception, satisfactorily kept.

I am pleased to be able to report that the various boards of commissioners and trustees have rendered me much assistance during the year.

In conclusion, I beg to refer you to the statistical tables of the district for more complete and detailed information.

Your obedient servant,

H. H. MACINTOSH.

To A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT NO. 3—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, Inspector.

Sir,—The past year was a good working one in the schools of this district. More teachers were employed, a larger number of pupils registered, and an increase in the grand total days' attendance was made. Prior to 1896-7 the number of schools did not exceed 186, but now I have to report 196, which averaged 204.3 teaching days. With one exception (Bell Neck) all the schools were open some part of the year, and the only sections without schools were those without

school houses, namely, MacNutt's Island, Morris Island and West Green Harbor. The trustees of Bell Neck were very anxious to engage a teacher, so long as no teacher could be had, but when I assured them of the services of a competent young woman just returned from the Normal School, they excused themselves on the ground "that the children had gone to the woods, and they could not get them out."

In my report of last year I intimated that two new school houses would soon be completed, and that they would receive attention in this report—Belleville, No. 10, and South Belleville, No. 10 1-2. Both buildings are fine, modern in the plan of ventilation, and abundantly supplied with blackboard. When all the contemplated improvements are effected, there will not be more attractive school houses in the rural parts of Yarmouth County. Two men deserve special mention for their valuable services—Ambrose Doucet and John B. Pothier, secretaries of the boards of the respective sections. The experience gained thus far justifies the dividing of the late section. There was a large registered attendance in both schools, and the averages were exceptionally high. The averages for the year were: No. 10—75.8, and No. 10 1-2—70.4.

I am pleased to report that the West Green Harbor school house will soon be finished, and that school will be open at least three-fourths of the year.

There were expended during the year, chiefly in repairs and the purchase of new furniture, \$2,025.00 in Yarmouth County, and \$1,405.00 in Shelburne. The following sections substituted patent furniture for the old style, and otherwise improved the school rooms: Canaan, Hamilton, Middle Clyde, Upper West Pubnico, and Birch Town. In some sections important additions were made to the apparatus, including maps, charts of colors, boxes of forms, and Webster's International dictionary. I was agreeably surprised to find in several sections Yaggy's portfolio of geographical charts. Our school rooms present a very favorable contrast to what they were a few years ago, and in some places far more interest is shown in the care of the grounds and surroundings. One might think that these would serve as "object lessons," and stimulate other people "to go and do likewise." But experience proves that the presentation of what is good is not always followed by the adoption of it.

For a few years past there was a scarcity of teachers, but the indications are that from this time the supply will equal the demand. In French sections the scarcity may still exist, for while trustees are willing to hire English teachers for the advanced departments, they consider them unsuited to teach the primary schools when the children do not understand English. In my opinion there ought to be more licensed French teachers than there are. It is true a considerable

number come up to the provincial examination, but too often their effort results in failure. Indeed I am told that the notion is somewhat current that even a failure will qualify for a "permissive," and consequently their best ability is not exerted. French teachers have complained in my hearing that the holders of permissives were as well paid as they were, though they got their licenses in the regular way, and took a course of training at the Normal School.

The attendance at the provincial examination was larger than in previous years, the total number of candidates being 237. They were classed thus at the several stations:

	A	B	C	D	Total.
Yarmouth	8	16	39	61	124
Barrington	0	0	12	27	39
Shelburne	0	8	8	16	38
Lockeport	0	10	14	18	42
	—	—	—	—	—
Total	8	34	73	122	237

Thirty-two candidates sought to qualify for licenses to teach: At Yarmouth, 6; Barrington, 5; Shelburne, 8; and Lockeport, 13. It will be noticed that the candidates for licenses are still few as compared with the number that applied some years ago.

All high school pupils now look forward to "the testing time," which comes round with the regularity of the month of July. This certainly stimulates study, and draws out the best ability of those who are solicitous to succeed. No doubt there are drones that even the prospect of a strict examination will not quicken, but even in their case it may be assumed that more and better work is done in view of the provincial examination.

A reference to the above table will show that in Eastern Shelburne there were 18 candidates for B scholarships and 22 for C, while in Western Shelburne (Barrington) there were no candidates for B, and only 12 for C. As the population of the county is pretty evenly divided between the two municipalities, one may wonder at the inequality, both as regards the number and the attainments of candidates in these sub-districts. The explanation is simple enough. In Shelburne there are two high schools—Shelburne and Lockeport—both doing high school work exclusively. In Barrington there is no high school, and consequently candidates are prepared in schools which are already taxed for time to cover the common school course.

A few years ago there was talk among the rate payers of uniting the head sections in the hope of creating a high school, but no practical measures were adopted, and the scheme, such as it was, has been abandoned. There is only one section which is able to give the muni-

city the advantages of a high school, and that is Clark's Harbor. Already the school consists of four departments, and there is abundant material to make a fifth, consequently it would then claim in this respect a status equal to that of the Shelburne Academy. Indeed, as it is a rapidly growing place, in the event of building a new school house, I would recommend a capacity of six rooms. Two fine buildings, one of which may be described as magnificent, attest to the public spirit of the people. Let a third soon be added.

The influence and utility of a good high school cannot be overestimated. It would swell the attendance, kindle ambitions that are now dormant, gratify in a laudable way local pride, and furnish an opportunity to the young people in every part of the municipality to get a higher education. My hope of seeing a high school in Barrington is fixed on Clark's Harbor, and I confidently predict that the day is not distant when I shall see a high school there equal in efficiency to either of the high schools in the east of the county.

The general work of the schools differed little from that of the previous year. In sections where good teachers succeeded poor ones, I found improved schools, and where the opposite occurred, the schools were poor or rapidly becoming so. On the whole the tendency is in the direction of improvement. Teachers realize that their engagements bind them to teach the course of study, not merely the parts which suit their tastes or convenience. It is a rare thing to come to a school where calisthenics, music and nature lessons do not receive attention. In their absence profuse apologies are made, which might be shortened by an acknowledgment of incompetence or laziness. In some schools calisthenics is a beautiful exercise, the pupils not only being easy and graceful in their movements and the attitudes, but understanding their actions as bearing on the development of their bodies. In Milton school my ideal was realized in the movements and evolutions of the combined classes of the two senior departments. Singing embraces patriotic songs, and the music one hears is fervent enough to stir the blood of "a Britisher." The taunt—that Nova Scotians are lacking in patriotic pride—is a baseless slander. A scientist might have no high opinion of the character of the oral lessons, but I am prepared to say they are bearing fruit. A recent graduate of a public school remarked that he was astonished to see the intelligence of children with regard to the natural objects around them. When he was a pupil, school books were the only things which received attention, but now beast and bird, plant and rock, all the phases of nature were objects of intelligent interest in their walks to and from school. At Ohio (Yarmouth Co.), I saw quite a large collection of minerals in the primary room, and in reply to my enquiry was told that the pupils gathered them in the section, and that the teacher, with some help, had classified and labelled them.

Mr. Benjamin Rogers, who held the principalship of Lower Town school for fifteen years, resigned at the end of the year, and he is to be succeeded by Mr. S. A. Starratt. As a mark of the high value set upon his long connection with the school, the commissioners appointed Mr. Rogers assistant principal in a department, where his duties will be less onerous. Mr. Rogers was held in much esteem by the subordinate teachers, and his management had in view the harmony and progress of all the departments. Mr. A. W. Horner will take Mr. Starratt's place in the room preparatory to the academy. Both are experienced teachers, and will do good work in their new spheres. Mr. J. H. Wyman, a late graduate of the Yarmouth Academy, will take charge of the advanced department of Salem school. Mr. Wyman holds class A license.

All the schools in Yarmouth town are well "officered." I visited most of them twice during the year, and can affirm that they are doing superior work. In Shelburne town, I always find some good schools, but at my last visit I saw improvement all round. Mr. E. E. Mack, class A, took the principalship of Lockeport school in mid-winter. From what I saw of his work, I inferred that the trustees had made a good choice. Mr. Simeon Kempton taught the preparatory for many years—how many I cannot tell—and having resigned was succeeded by Miss Bessie Heckman, a teacher of much energy and enthusiasm.

The Diamond Jubilee was not unnoticed by our pupils. In Yarmouth town and West Maitland they took a public part in appropriate exercises. At Clark's Harbor flags lined and crossed the streets, and streamed in profusion from every roof. There was a procession of the Odd Fellows, who planted commemoration trees in the school grounds. In the evening the hall was crowded, and speeches breathing patriotism and love for our gracious sovereign were cheered most heartily. In no place of the district was the celebration on so large a scale as in the town of Shelburne. There was a large assemblage, people having come from all parts of the county, and in the amusements and exercises school boys and girls were conspicuous actors.

Everybody knows that in the month of July the summer school of science met in Yarmouth for the first time. Under the direction of the president, Principal Cameron, all the arrangements fitted in like clockwork. The town treated the school most hospitably, and the citizens, from the mayor down, endeavored to make the occasion memorable. At the final meeting, no one could dispute the assertion, —that Yarmouth is the best place in the province of Nova Scotia for the Summer School of Science.

In closing, I beg to acknowledge the courteous attention which my communications, addressed to the department, receive, and to express

my obligations for your well-considered advice in cases where advice was needed.

I have the honor to remain,

Your obedient servant,

JAMES H. MUNRO,

To A. H. MACKAY, ESQ., LL.D.

Sperintendent of Education.

DISTRICT NO. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., Inspector.

Sir,—The following general report for the school year ended July 31st, 1897, is hereby submitted. The monthly reports, which have been transmitted regularly during the year, and the statistical tables compiled from the annual returns, render a lengthy written report unnecessary.

There have been no new school buildings erected during the year. Repairs, more or less extensive, have been made in various sections.

The school house in St. Croix section, No. 14, Annapolis East, has been condemned; and in two or three other sections in Clare the trustees have been directed to provide increased accommodation, which at this writing is done.

In my last report reference was made to the necessity of having proper plans of school houses prepared and prescribed. I wish still to emphasize the need of such a book of plans being prepared in order that there may be an authorized standard according to which all new school buildings—especially for the common schools—must conform.

As regards apparatus and general equipment but little improvement can be reported. All schools have some of the most essential articles. There are but few which are properly supplied in all respects. Trustees have been urged to place in the estimates for the sanction of the rate-payers at the annual meetings sums for the purchase of an increased supply of apparatus, but the response has not been as general as could have been desired.

There has been an increase of two in the number of school sections. Cherryfield and Forrest Dale sections, in the district of Annapolis East, which were formed by the board of commissioners in May, 1896,

have received the sanction of the Council of Public Instruction, and at the annual meetings in June were regularly organized by the election of trustees. These sections will erect school houses as soon as circumstances will warrant.

There are now 189 school sections in this inspectoral district, of which number eleven were without organization and supported no schools during the year. Fifty-four sections, including the eleven without organization, were classed as "poor sections." A few sections were permitted, for good and sufficient reasons, to have schools part of the year only, and a few others maintained schools less than the full year from unavoidable causes.

My "Notes of Inspection" will give information concerning the condition of all the schools except one in Brooklyn East section, No. 20, in the district of Annapolis East, which unexpectedly closed for the year before my visit of inspection, and the Clare Academy, to which reference will be made hereinafter. As the school in Brooklyn East section was in charge of Miss Carrie Westhaver, an experienced teacher, it is just to suppose that it was taught in a satisfactory manner. There were, as usual, schools of all degrees of efficiency, but in view of the fact that forty-eight new teachers were employed in teaching for the first time, the number of poorly taught schools was quite limited.

Three hundred and eighteen candidates applied for examination for certificates of scholarship at the four examination stations in this inspectoral district, a large proportion of whom came from the miscellaneous schools and from graded schools other than the County Academies. Those who were prepared for examination in the miscellaneous schools were necessarily placed at a disadvantage, owing to the fact that these schools are almost without exception destitute of a supply of apparatus necessary for the proper study of physics and chemistry. It is to be expected that from this cause and from the youth and inexperience of some of the candidates a considerable proportion of the number applying for examination will fail in passing the prescribed tests.

The course of study is being fairly well followed, and has produced a uniformity in the work of the schools which was lacking under the old system. The ordinary branches of study are receiving attention at the hands of teachers commensurate with their ability to impart instruction therein. A few of the teachers cannot give proper instruction in vocal music, and are, therefore, obliged to depend upon such extrinsic aids as they can command. In some cases calisthenics and the nature lessons are not receiving the attention that their importance demands, owing to the fact that the teachers had received no previous training in these subjects. Of the ordinary branches of

study, writing appears to be the most poorly taught in many of the schools. Sufficient attention is not being paid to giving instruction in the elementary principles. If a small hand-book on this subject were prescribed for the use of teachers it would probably be found to be beneficial.

Eight thousand nine hundred and thirty-seven children, between five and fifteen years of age, were reported to be in sections having schools in this inspectorial district. Of this number five hundred and forty-nine were reported not to have attended school during the year. The registered attendance, however, was nine thousand five hundred and seventy-five. The average daily attendance was five thousand one hundred and fifty-seven and seven-tenths, being fifty-seven and eight-tenths per cent. of the number enrolled. This is about four per cent. better than was reported last year.

Since the enactment of the optional compulsory attendance law in 1895, it has been adopted by vote of the rate-payers at the annual meeting in 102, and rejected in 76 sections. Eleven sections not being organized did not vote thereon. The adoption of the law has not resulted in a very material increase in the enrollment of pupils, or in the regularity of the attendance of those who were enrolled. The small increase in the attendance this year may have been due to the adoption of the law. No instances in which fines have been imposed for non-attendance have come to my notice. I am of the opinion that very little effort, if any, is made to enforce the law where it has been adopted, and if not enforced it will soon produce no effect. Some scheme to ensure greater regularity in attendance, the name of which would be less objectionable to parents than the present enactment, and which could be operated with less trouble to trustees, might produce far better results. Such a scheme as you have outlined in the Journal of Education for October, 1896, and referred to in last annual report, whereby parents should be taxed one cent for every day's absence of a pupil (with certain limitations), if enacted, in place of sections 76 to 85 of the present law, would, it is believed, produce results more satisfactory than those which are now being attained.

The meetings of the eighteenth annual session of the Teachers' Institute were held in the Academy, at Digby, on the 20th and 21st days of May. About one hundred teachers were present, including five from Yarmouth county. A full programme was presented, embracing carefully prepared papers and lessons as follows:

1. The Influence of the Home and of the Section on the Work of the School Miss Carrie Westhaver.
2. Humane Education Prin. Benoit.
3. An Illustrated Lesson in Zoology Mr. N. W. Hogg.

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4. The Adaptability of Kindergarten Methods to Primary Grade WorkMiss Bertha M. Rice.
 5. DrawingMiss Ottie Smith.
 6. The Metric SystemMiss Laura M. Messenger.
 7. The School of AgriculturePrin. W. S. Phinney.
 8. Reading.. ..Miss Jennie M. Atchison.
 9. Drawing (2nd lesson).....Mis Ottie Smith.
 10. Physical GeographyPrin. McVicar.
 11. Tennyson's Dream of Fair Women.....Prin. Cameron.

The attendance of Dr. Mackay, the Superintendent of Education, of Principal Cameron, of Yarmouth Academy, of Professor Smith, of the School of Agriculture, and of Miss Ottie Smith, of the Normal School, all of whom took part in the proceedings, contributed materially to the success of the meeting. A very large public meeting was held in Oddfellows' Hall, at which the principal speaker was the Superintendent of Education, who held the close attention of his audience for over one hour. His address was practical and inspiring, and was calculated to impress upon his hearers the fact that our course of study, so far at least as the nature lessons are concerned, is calculated to turn the attention of pupils to agricultural pursuits rather than to the learned professions, which are now overcrowded. Short addresses were also given by the resident clergy, by Professor Smith, and by Principals McVicar, Longley and Shaffner. The addresses were interspersed with several pieces of music given by the pupils of the Digby schools, whose training in marching upon the platform and whose skill in reading the selections chosen, delighted the audience and reflected great credit upon Miss Bessie J. McNeill, the teacher of the Intermediate Department, who had this part of the programme in charge. The meetings of our institute in the past have been uniformly successful, but it is generally conceded that on no other occasion have more successful or more inspiring meetings been held.

"Arbor Day" was observed in a considerable number of the schools as recommended by Regulation 11. How many schools observed the day I am unable to say. Thirteen teachers only reported the exercises for the day and the amount of work performed. These reports indicated literary programmes as well as practical work upon the school grounds, all of which were creditable to teachers and pupils. A considerable number of other schools observed the day, in a suitable manner, which I am able to testify from subsequent observation.

The County Academies at Annapolis and Digby were taught by Principals McVicar and Longley respectively. The attendance was fair, considering the large amount of high school work done in other parts of the two counties. Principals McVicar and Longley are

experienced and successful teachers, but they have found it difficult to accomplish single-handed all the work required to be done.

The County Academy at Church Point, in Clare, was conducted by Principal Benoit, who was assisted in his work by Mr. Connolley, a Grade A. teacher. This academy is connected with Ste. Anne's College, which is in charge of the Eudist Fathers, and is taught in the class rooms of the college. In addition to instruction given by Principal Benoit and Mr. Connolley, the students, I believe, received tutition in the classics from the college professors. I visited this academy for the purpose of making an inspection on two different occasions, but owing to holidays, of which I was not aware, being observed, the classwork of the academy did not come under my observation. Judging from Principal Benoit's previous year's record, I have no doubt of the character of the work done, and I believe that the result of the Provincial Examinations will show that it was satisfactory. The academic students—twenty-three in number—are all of the male sex. No females are allowed to attend, as the rules of the college will admit no females to the classes in that institution. This is to be regretted, as female teachers are required for the French schools, and there is no other school in the vicinity so well calculated to prepare them for license. It was expected that this academy would furnish a constant supply of French speaking teachers for the French schools, but as yet very few of its students have undertaken the work of teaching. If females were admitted to the classes, as is the case in other county academies, the result would probably be different. As matters now stand, the supply of teachers for the French schools is quite as limited as was the case before this academy was established, and consequently made it necessary to issue no less than fourteen "permissive licenses." The indication at present lead me to assume that a larger number of "permits" will be needed for the ensuing year.

I am pleased to report that the registers, with few exceptions, have been carefully and correctly kept. In examining the registers of the previous year I found about twenty which were defective in some minor points, and the attention of the teachers, whose fault it was, was directed as far as I could to these defects. As teachers are required to swear at the close of the year that the registers have been faithfully and correctly kept in every particular as prescribed, it is but charitable to suppose that the twenty teachers whose registers were defective, subscribed to the said oath thoughtlessly and without any intention of swearing to what was false. The fact, however, remains as stated. It is to be hoped that this will not occur again, as it will be considered a duty in future to report every such case specifically to your department.

All schools were inspected during the year, excepting the County Academy in Clare and the school in Brooklyn East section, as herein-

before stated. Quite a number of those inspected near the commencement of the year were visited a second time. Correspondence and other clerical work occupied my time the remainder of the year.

I have the honor to remain,

Your obedient servant,

L. S. MORSE.

A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT NO. 5—HANTS AND KINGS.

COLIN W. ROSCOE, A. M., INSPECTOR.

Sir,—I beg to submit this annual report of the schools in District No. 5, for the year ended July 31st, 1897:

To give prominence to some items furnished by me for the statistical tables of your report, I repeat them here:

COUNTY.	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants	122	131	4934	542137
Kings	122	136	5324	522224
Total, 1897	244	267	10258	1064361
"	244	269	10651	1094641
Decrease	0	2	393	30280

TEACHERS.

COUNTY.	A.	B.	C.	D.	Male.	Female.	Total.
Hants	4	18	59	50	22	109	131
Kings	5	29	68	34	26	110	136
Total, 1897	9	47	127	84	48	219	267
" 1896	8	45	124	92	49	220	269
Increase	1	2	3	.....	.....	.....	.....
Decrease .....	.....	.....	.....	8	1	1	2

One hundred of these teachers hold Normal School diplomas. This shows an increase of eleven over the year 1896. One hundred and six have taught five years and upwards, eight have taught over twenty years and one over thirty. Eighty-four taught in the same section as last year, one hundred and fourteen removed to new sections in this district, and sixty-nine were new teachers.

Of the Grade D. teachers, ten held provisional licenses.

The work of the year differs so little from the work of previous years that it seems unnecessary to repeat what I have said in former reports, or to attempt to put the same matter in a different form. I will, therefore, attempt a brief report.

The schools, as a whole, have been quite up to the standard of the best years of the past. Some sections have put in new furniture and made improvements in other ways in the school buildings and premises. The apparatus for experiments in physics and chemistry has been increased, minerals have been collected and dictionaries and other books have been put in for the teachers' and pupils' use during the year.

Mt. Uniacke section, in East Hants, built a pretty good schoolhouse to replace the one destroyed by fire last year. West Brooklyn, a new section organized in Kings county, built a schoolhouse, and began a school after the Christmas vacation. This school continued till the close of the year.

The various miscellaneous schools in the district have been conducted regularly, have provided pretty well for the common school grades of the course of study, and in quite a number of cases, have done work in the high school grades very creditable to the teachers in charge of them.

The graded schools have been able to do more high school work than the miscellaneous ones, and thus have prepared a large number of persons for the provincial examination. Three of the high schools have employed Grade A. principals, and having complied with the required conditions, received the grants provided for such schools. These three were Hantsport, Wolfville and Maitland.

The County Academy at Kentville employed three Grade A. teachers. The attendance was smaller than last year on account of the breaking out of diphtheria in the town. The academy was closed for a few weeks and the work was thus so broken up that some did not return to the school for the remainder of the term, and it was impossible to bring up the attendance to the average of last year. This did not discourage the school commissioners and they have engaged four A. teachers for the incoming year.

The Hants County Academy at Windsor has had a good year. It was found necessary to divide the primary school of the town into two departments. Mrs. Laura Redden was engaged to teach the elementary division, and Miss Emily Goudy was continued in the advanced division. This arrangement improved the school, and both teachers did very satisfactory work. The change necessitated the removal of grade VIII to a room in another building. For this grade also there was a change of teachers, beginning soon after the opening of the third quarter. Miss Blanche McLatchey retired and Miss Antoinette Forbes, B. A., and A. took her place. Miss McLatchey taught fourteen years in this school. She was a most excellent teacher. She retired to accept a partnership in the home of one of Windsor's best young men. Among those who will cherish kind remembrances of her faithfulness in the school, and whose wish is that she may enjoy a long and happy life is the Inspector of Schools.

Windsor has come nobly to the front in a vote of \$35,000 for a new school house. This building will be finished in 1898.

DRAWING:—Drawing has become general in the schools and very creditable work has been done by many pupils. I have examined some specimens found in the miscellaneous schools, where teachers have a small amount of time to devote to the subject, and they would be regarded as good for any pupil of the best graded schools. In too many schools the prescribed drawing books are not used by the pupils. The attention of the School Commissioners of the three Boards in this district was called to the lack in this respect, and to the difficulty experienced in country sections in getting the small school supplies of this kind at the time needed. The Boards of Kings and West Hants passed resolutions recommending that drawing, copy and scribbling books, pens, pencils, holders, stationery, etc., be supplied by the trustees and made a charge upon the school funds of the section. I am confirmed in the opinion expressed in my last report, that this will be of advantage to all the schools.

MUSIC:—Music is taught pretty well in many schools and is growing in favor, as teachers take it up with a determination to succeed.

The Journal of Education should be read more carefully by teachers and trustees than it is now. In many instances the teachers never see the Journal. It would be well if each teacher could be furnished with a copy of it for his own use. It is my practice to publish the most important changes found in the Journal in the local papers, and call attention to points that might be overlooked. After all this it seems strange that so few teachers in giving notice of their engagements, fail to give all the facts needed and required by law. I would recommend that the Journal be sent free to each teacher.

COMPULSORY ATTENDANCE:—Almost all the sections have submitted the Compulsory Attendance clause to their annual school meetings, and many voted to adopt it. I am not aware that any section has yet put it in force. The trustees hesitate to impose a fine upon their neighbors for non-attendance of their children at school. Of course it can be enforced, but sentiment is against it and I fear little good can result from its enforcement.

ARBOR DAY:—About twenty schools made a formal report to me of the observance of Arbor Day. I was much pleased with some of these reports. They gave the programmes for the day and a statement of how they were carried out. In the best reports I noticed that some time was spent in giving lessons on the trees and plants to be set, drawing the leaves or other parts of these plants, reading select pieces in keeping with the time, singing national songs, cleaning up the grounds, arranging the house, potting plants for the windows, etc. The main idea seemed to be to plant a certain number of trees on the school ground. These reports gave in detail the number and kind of trees and plants set, and the interest manifested in the work by the section. Your recommendation that teachers should report the observance of this day to the inspector is a good one.

This report is respectfully submitted,

Your obedient servant,

COLIN W. ROSCOE.

TO A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT NO. 6, ANTIGONISH AND GUYSBORO.

W. MACISAAC, B. A., Inspector.

Sir,—I have the honor to present my report on the schools of Inspectoral District No. 6, for the past year.

The number of school sections remain unchanged. Section No. 43 Stormont, Guysboro County, has been reorganized.

There were schools in 71 sections in Antigonish, and in 79 in Guysboro, leaving 10 sections vacant in the former county, and the same number in the latter. This regrettable state of affairs has existed

some of these sections for several years. In a few of them feeble efforts to have school have been made, but without any practical result.

A new school house has been built in North West Arm, Tracadie, to replace the one burnt last year. It is on a beautiful site, overlooking the harbor and the North Bay. A new building has also been erected at Pinkietown, St. Joseph's, on a suitable spot, commanding a full and enchanting view of the picturesque Ohio.

Improvements more or less extensive were made in several school buildings, and more attention has been given to school premises and accommodation than formerly. Many of the teachers made use of Arbor Day to decorate school surroundings. It is to be hoped that interest in this direction will increase from year to year, and that all our school buildings will, at no distant date, come up to the proper ideal, both as regards exterior design and appearance and interior finish and arrangement. The more this is so, the more surely will our teachers succeed in making the school an attractive home for the children. It is difficult for the teacher to enlist the interest of pupils in their work unless the school circle and environments are made pleasant and comfortable.

Principal Smith, of the Guysboro Academy, who has so efficiently conducted that institution for four years, resigned at the end of the year. Mr. A. W. Fraser, Principal of the Sherbrooke High School, also resigned after three years of faithful and successful service as teacher.

School work on the whole has been very satisfactory. Our teachers, with few exceptions, are becoming better acquainted with the course of study, and our school system is becoming better appreciated by teachers, pupils and the general public the more it is studied and understood. Oral and object teaching is gradually supplanting the slow and monotonous process of questioning and hearing lessons from the text book.

Though the number of Class B. teachers is comparatively small, it is gratifying to find that there are a few Class C. teachers with Grade B. certificates of scholarship, who in point of skill and ability to impart instruction, are by no means inferior to those who are classed B. Some of our best schools are conducted by teachers of this class. The same can be said of a few holding Class D. with a C. certificate of scholarship.

Owing to the scarcity of teachers at the beginning of the year, it became necessary to grant "permissives" to sections whose plea was that they failed in obtaining licensed teachers, and that their financial

position was not such as to enable them to engage teachers at anything approaching a fair salary. Now that the number of licensed teachers is at least equal to the number of schools, it will be no longer necessary to issue "permissives." A little effort and more liberality on the part of sections will be all that is required to put an end to a practice that has hitherto retarded the substantial progress and efficiency of our schools.

The number of candidates that presented themselves at the different stations of this inspectorate for the Provincial High School examinations in July was unprecedentedly large, several miscellaneous schools contributing their quota. This may be taken as a fair indication of the growth and progress of education and the schools generally. All the Grade A. candidates were successful, and a fair average number in the other grades. Pupils from the miscellaneous schools labor under a serious disadvantage compared with those from the high schools, to which the work of preparing for these examinations should be assigned. It is hard for the teacher in the country school, however capable he may be, to prepare and equip pupils for the high school examinations, and at the same time do justice to the lower grades, which claim the greater share of his time and attention.

The chief drawback with our schools is the lack of interest on the part of parents, who ought to feel the most for their success and welfare. This has a chilling effect all round. Neither the teacher, pupils, nor trustees can be expected to work with ardor or perseverance when they feel that they have no sympathy or support where they have a right to expect it. With the majority in too many cases, preference is given to the poorest teachers because they are the cheapest. The only remedy for this can be found in the free and enlightened discussion before the people of the claims of our common schools. I regret to say that this indifference frequently extends to trustees, many of whom are appointed to hire the cheapest and worst teachers available or to close the schools altogether. This accounts for the large percentage of our vacant schools. I am glad, however, to be able to report steady and satisfactory progress in the most of the schools in operation during the year just closed.

I have the honor to be, Sir,

Your obedient servant,

W. MACISAAC.

A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT NO. 7, CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., INSPECTOR.

Sir,—I beg leave to submit the following brief report concerning the schools and educational conditions in district No. 7, for the year ended July 31, 1897:

In the County of Cape Breton there was school for some portion of the year in 111 sections, leaving 21 sections, being three less than the previous year, vacant. The number of teachers employed was 167.

In the County of Richmond 63 sections were occupied and 9 vacant. In 1895-6 there had been only 5 without school. It should be stated, however, that the total number of sections was reckoned at 72, as given in the statistical tables (Table 1), whereas for the previous year the number given was 71, although there was really no increase in the actual number of operative sections. As explained in former reports, sections that were laid off at the inauguration of the present school system but never organized, as well as a few that have lain dormant for many years without giving any sign of resuscitation, were dropped from the list of organized sections. One of the latter, West Bay, which has not had a school house or a school during the whole of my incumbency was re-organized some time during the year, to the extent of holding a meeting, electing a board of trustees, and taking measures to locate and build a school house. Leaving this section out of the reckoning, the number vacant was only 3 more than the previous year. The whole number of teachers employed was 72.

Sixteen per cent. in Cape Breton County, and twelve and a half per cent. in Richmond may be considered too large a proportion of the schools to remain vacant a whole term, and I suppose it is. On making enquiries for reasons to account for such a state of things, I learned that 7 of the 21 vacant sections in the former county, were idle because the school houses were unfit for use and new ones were in course of erection or preparation. In one case, that of McAdam's Lake, the house had been destroyed by fire. Of the remaining 14, 10 are either very poor or remote sections, where the securing of a teacher and the maintaining of a school are at all times very difficult undertakings, considering the resources of the people and the circumstances of their location. For the remaining 5 sections, I could find no better reasons than the carelessness and neglect of trustees in not seeking for teachers at the proper time, and the apathy and culpable indifference of the ratepayers in not urging trustees to the performance of their most important duty.

Of the 9 idle sections in Richmond County, 3 were building new school houses, which will likely be occupied the current term; 2 are very weak both as to rate payers and school-going children, and are likely at no distant day to be merged into adjoining sections; 3 failed to secure teachers for the salaries at their command, and the remaining one, I regret to state, has been for a number of years so agitated by unworthy strife and contention, that it is impossible to foresee the end. It is pitiful to contemplate the future of children, whose dearest worldly privileges are sacrificed to the miserable petty bickerings of those to whom so sacred a cause as that of education is entrusted. It is well for the rising generation of the country that there are not many sections constituted as Point Micheau is.

The teachers of the different counties were classified as follows:

	MALE.				FEMALE.				TOTAL.		
	A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Total.
Cape Breton	4	15	21	24	..	10	46	47	64	103	167
Richmond ..	..	5	13	18	..	....	9	27	36	36	72

The following statement shows that the registration and attendance compare favorably with those of the previous year, although in the case of Richmond County there appears a slight falling off—144 pupils. The three extra idle schools nearly account for the difference, the “average of quarterly percentage of attendance” being affected, as will be noticed, to the extent of but a very small fraction.

CAPE BRETON COUNTY.

	Under 5 years.	5 to 15.	Over 15.	Total Annual Enrolment.	Total Days' Attendance for year.	Average of Quarterly Perc'tages of Attendance.
1896.....	176	6931	524	7631	827,632	65.2
1897.....	149	7037	548	7734	853,703	65.8
Increase..	.....	106	24	103	26,071	0.6
Decrease..	27	.....	.....	.....	.....	.....

RICHMOND COUNTY.

1896.....	77	2908	180	3165	329,839	63.0
1897.....	59	2782	179	3020	315,591	62.8
Increase..	.....	.....	.....	.....	.....	0.2
Decrease..	18	126	1	145	14,248	.....

The proportion of the population at school during the year was 1 in 4.4 in Cape Breton and 1 in 4.7 in Richmond County.

The sectional expenditure for educational purposes is shown by the following schedule in comparison with that of the previous year:—

CAPE BRETON COUNTY.

	Total amount voted at last Annual Meeting for all School Purposes.	Portion voted for Building and Repairs.	Total amount of Salaries Paid during year by Sections.
1896	\$36491 00	\$7786 00	\$24569 00
1897	32057 70	5669 00	25748 00
Increase ...	.....	.....	\$1179 00
Decrease ...	\$4433 30	\$2117 00	.....

RICHMOND COUNTY.

1896	\$7226 00	\$1374 00	\$8023 00
1897	6975 26	1303 00	7706 60
Decrease ...	\$250 74	\$71 00	\$317 00

In my last report, I enumerated seven new school houses as having been erected or occupied during the year in the County of Cape Breton. In that enumeration, I omitted one—the large and commodious building erected at Grand Narrows, on a commanding site, which, when finished interiorly, will be among the best school buildings in rural sections.

During the year under review, six new school houses have been occupied, the most notable being a large two-story building for four departments at Reserve and Lorway, where at length, it has become possible to have proper grading and to keep school matters generally on a proper footing. Heretofore the schools were so far apart as to render grading simply impossible, and other anomalies existed which have happily been removed. Much credit is due for the improved conditions to Mr. Thomas Kenna, the energetic secretary, who, while ably supported by the trustees and other public spirited rate payers, had to bear “the brunt of the battle and the heat of the day.” This fine school house is heated by a furnace, has fairly good means of ventilation and other conveniences in the way of cloak-rooms, etc., and is surrounded by a neat fence. Altogether it is a credit to the thriving mining village, whose children will now enjoy educational advantages equal at least to those of the surrounding collieries.

Block House (Port Morien) can also be congratulated upon having at length a school house of its own, the buildings heretofore used for school purposes having been only rented. A very decent building, having two apartments with hall in centre, finished throughout and properly seated, was erected in the course of the year, and one of the rooms was occupied for the time being.

Next in importance comes the new school house of Little Bras d'Or, which will be very convenient and comfortable when completed. Marion Bridge, Oakfield, Hillside and Union, all in the district of Mira made more or less successful attempts at providing improved school accommodation. The new building in the first named section was found so defective and inconvenient that I felt called upon to recommend several changes which I hope to find carried out at my next visit. The three last had all been located without regard to the official sanction specified by law [Sec. 24 (4)], and all three had to be moved in order to bring them into compliance with Regulation "F." 1.

No new buildings were occupied in Richmond County, but several were either in course of construction or in contemplation, which will come in for notice in the report of the current year. A good deal has been done in both counties in the way of repairs, more or less extensive, finishing and furnishing, which it would be tedious and perhaps unnecessary to mention in detail, but which, taken in connection with the new buildings reported from year to year, might serve to show that the improvement steadily going in the style and character of our school houses is perhaps commensurate with the general material progress of the country and with the resources of our people.

An addition was made to the staff of the Sydney town schools in the person of Mr. A. W. Woodill, Class B., who was placed in charge of the preparatory department. This brought the total number, including the academic departments, up to twelve. The number of pupils enrolled in the academy was grade IX, 41; X, 15; XI, 5; total 61, with an average attendance for the year of 46.2. There were besides 9 high school pupils enrolled in the female department under the very efficient charge of Sr. St. Leonard, of the Congregation de Notre Dame, of whom 4 were doing the work of Grade IX, 2 of Grade X, and 3 of Grade XI.

I wish to mention, en passant, although the event was deserving of much more than a passing notice, that the part taken by the pupils of the Sydney schools, in the celebration of Her Gracious Majesty's Diamond Jubilee, formed a very marked feature of an elaborate programme magnificently carried out in all its details, and was the subject of much enthusiastic comment on the part of townsfolk and visitors alike. Teachers and pupils were accorded unstinted praise, but not more than they deserved.

Next in importance among the high schools comes North Sydney (Principal Creelman and Vice-Principal Bigney), with an enrolment of 50 students graded as follows: IX, 32; X, 10; XI, 8. An addition of two teachers to the staff raised the number of departments up to 13. Glace Bay (Principal Edwards), reports Grade IX, 29; X, 4; XI, 4; total 37. Here also it was found necessary to increase the staff from 10 to 11. Gowrie, Port Morien (Principal Beattie), comes next in point of numbers with a total of 25—Grade IX, 11; Grade X, 14. It was found necessary in this section to reduce the teaching staff from 6 to 5, and I may also note that in Block House, the other section of Port Morien, where two departments had been in operation ab initio, one teacher was found sufficient, owing to the depopulation going on. The return from Bridgeport school (Principal Young), shows 20 high school pupils, 16 Grade IX and 4 Grade X. Sydney Mines (Principal Haggerty), had 19—11 Grade IX, and 8 Grade X; and Low Point (Principal Egan), 4 Grade IX, and 3 Grade X; total 7.

The high school at Arichat, Principal Campbell, reports 16 students, 8 each in Grades IX and X.

The above comprise the schools in both counties having from four departments upwards. Most of the principals of schools of two departments also taught one or two grades of the high school course, and with very fair success, considering the amount of common school work necessarily to be done. Even in a few miscellaneous schools, sometimes of the most unpretentious character, were found ambitious youths wrestling with more or less success, with the subjects of the more advanced course. The total number of high school pupils reported was: In Cape Breton County, 327, as against 363 in 1896; and in Richmond, 85, as against 52 the previous year. The number making application for provincial examination was, 82 at Sydney, 90 at North Sydney, and 68 at Arichat.

I look forward to quite an impetus being given the teaching of "Nature Lessons" by the circular being sent out with the Journal requiring from the teachers reports of "Local Nature Observations" made by themselves and pupils. The number of reports received for the first time would be discouragingly small were there not several reasons, more or less cogent, to account for the fact. In the first place, the work was not imposed as an imperative duty, and we all know how prone human nature is to shirk "works of supererogation." Then, I have personal knowledge of some cases where the circular was read, laid aside and forgotten; and of others where it never reached the teacher, having been lost or laid aside by the secretary as of no consequence; and this fact leads me to observe, by the way, that I often thought it would be better for several reasons if the Journal, while stamped as the property of the trustees to be pre-

served with the register and other school papers, were addressed to the teacher, instead of to the secretary. Many of the teachers who do the best work in the line indicated sent in no reports, and it is a fact that several of the reports received came from the most unexpected quarters. The number forwarded to the department was: 10 from the schools of Cape Breton County, and 7 from those of Richmond; but these numbers do not include some eight or ten reports unidentified at the time of forwarding for the following reason: When the annual returns, with which the "Phenological Reports" were enclosed, were being received and put on file, these reports were abstracted and filed by themselves without observing that, in the few cases mentioned, the compilers had omitted to insert their names and those of the sections in the appropriate blanks on page 2. There was then no means of ascertaining their origin, and being considered valueless in that shape, they were not forwarded. Such mishaps are not likely to again go unnoticed, as any such omission on the part of the teacher can be supplied by the Inspector.

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT NO. 8, INVERNESS AND VICTORIA.

J. McKINNON, INSPECTOR.

Sir,—I have the honor to submit the following report of my inspectoral district for the past school year.

One new section was added during the year, known as Creigmore, No. 4 1-2, South Inverness, making nominally the total number of sections in the county 178.

This new section includes no new territory, and has been carved out of parts of the hitherto two adjacent sections of Long Point and Creignish, which are now in consequence proportionately diminished in area, and in school population.

Of the 178 sections into which the county is divided, the following twelve have been disorganized for several years, and may for active

school purposes be dropped off the list, viz.: Big Intervale, No. 12, Martin's, No. 42, Big Ridge, No. 31, Colonsay, No. 91, Melrose, No. 92, Albert, No. 35 1-2, McKenzie's Brook, No. 70, Big Marsh, No. 72, River Denny Road, No. 59, Mount Noah, No. 69, River Inhabitants Bridge, No. 41, Smith's Island, No. 89. Several of these have disappeared through depopulation, some through smallness of area and consequent financial weakness, while in others, children have been absorbed by the contiguous school sections; consequently for the year under review, and in the near future, Inverness may be considered as divided into 166 sections.

In these, 150 schools with 163 departments were in operation during the year or a part of it. Of these, the new section above referred to, has not yet built a school house. Five sections are preparing to build, and the remaining ten failed or neglected to provide teachers, chiefly through the apathy of parents and trustees, in refusing to make adequate provision for the payment of teachers' salaries.

In Victoria, out of the 80 sections hitherto on the list, the following 8 may be considered as permanently disorganized from depopulation and from absorption of the school-going children by the surrounding sections, viz: Point Clear, No. 46, Green Cove, No. 90, Rear Big Hill, No. 75, Gairloch, No. 19, Big Harbor, No. 37, Crowdis Mount, No. 3, East Middle River, No. 14, Big Bras d'Or Mount, thus leaving 72 in working condition.

There were 60 schools with 64 departments in session during the year, leaving 12 sections vacant, of which four are in Cape North district, where special difficulties interpose in securing teachers; its isolated and remote location being objected to by teachers from outside, though the range of salaries offered in Cape North sections compares favorably with that obtained in other parts of the county. The remaining 8 vacancies were chiefly caused by the neglect of trustees to secure teachers at an early period of the school year, and by the refusal of some to assess the sections for the payment of salaries.

Although two schools were in operation in Inverness during the school year just expired more than in 1896, the number of pupils enrolled and the aggregate attendance were slightly less than for the previous year, chiefly owing to the prevalence of measles in many sections, and the outbreak of diphtheria in Port Hood, leading, under medical advice, to the closing of schools for a few weeks.

Sugar Loaf section, in Victoria County, has, during the year, erected and completely furnished in excellent style, a new school house which reflects credit on the section and on the public spirited resi-

dents, who in the face of many difficulties, carried the undertaking to success. The seating and equipment are of the best and most modern design.

East Tarbot, Mill Brook and North Gut sections have also built new school houses.

In Inverness a new school house has been built during the year in "Judson," a section vacant during the last six years. "Miller" section has also erected a new school house for the first time since it was created a section some fifteen years ago.

The County Academies at Baddeck and Port Hood, under the respective management of Miss McPhee, and Mr. Phalen, are doing good work, with unvarying success. The trustees of these respective county town school sections manifest a proper appreciation of first-class teaching ability in the principals of these institutions by retaining their services for several years. In both academies the subordinate departments are also very efficiently conducted.

The high schools at Port Hawkesbury and Mabou, of four departments each, are also doing good and satisfactory work.

The difficulty of securing teachers, in a number of sections in both counties, owing to the refusal or neglect of trustees to assess themselves sufficiently, resulted in numerous applications for Permissive Licenses. In most instances where granted, the work done by those receiving them was unsatisfactory, and yet, the number of sections applying for permissives appears rather to increase than diminish, and produces this effect on the rate payers, that they are less disposed each succeeding year to vote a sufficient sum to secure the services of licensed teachers of good standing. With the experience of the past years I shall be glad, in the interest of the schools, to see after this year the issue of permits entirely abolished.

Of the work done in the miscellaneous schools I can only speak in general terms. The Provincial Examinations furnish to some extent a test, the results of which are known to you. Progress in the common school work is so gradual that no marked change can be expected from one year to another. But unquestionably there is progress, and that generally in the ratio in which the teaching as a profession is improving.

One great hindrance in country sections is irregularity of attendance, and the absence of proper equipments and appliances in the schools.

Though the compulsory clauses of the education act have been adopted in a large number of schools, it still remains a dead letter so far as putting them into effect is concerned.

The large number of small sections, especially in Inverness, continues to blight the educational interests of many of the school-going population. In 30 sections in operation this year the enrolment was 20 or under, with an average of 14 between five and fifteen years of age. I have adverted to this crying evil in former reports and need not enlarge upon it on this occasion. No action looking to its cure need be expected while the initiation of reform is left in the hands of rate payers.

Power of re-division and consolidation should be invested in some outside and independent authority.

In anticipation of Permissive Licenses being entirely dispensed with in the future, it should seem necessary that some gentle but wholesome pressure be exercised to compel sections to assess themselves a minimum amount for teachers' salaries based on the value of property in the respective school sections.

In that connection it may be stated that as a rule in this district valuation made by assessors is only about one-third of the intrinsic value.

The statistical tables already forwarded furnish detailed information concerning the several schools in my inspectoral district.

I have honor to remain,

Your obedient servant,

JOHN McKINNON.

A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT NO. 9. PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, LL. B., INSPECTOR.

Sir,—I have the honor to submit the following report of my inspectorship for the past school year.

In the commissioners' district of South Colchester every school was in operation during some part of the year. In North Pictou, the schools of Hodson and Carribou Island were closed, both sections being engaged in building. In South Pictou, Black Brook and Greenvale sections were without school. The former is putting up its first building; the latter finishing the new house built last year. Mount Adam, in this district, has also been without school, by reason of the unfit condition of its building and the alleged poverty of its people.

In consequence of the bad weather of last autumn, followed by that of the past spring, I was unable to visit all the schools in my district, although I spent more time and money than usual in the work. The roads in many of the outlying sections, which I had left until the last, were practically impassable for weeks at a time in May and June, while rail fell almost daily during those months. I was able, however, to pay two or more visits to many of the more accessible schools.

The only serious misfortune of the year was the burning of the Lower Truro school house, caused by a spark from a portable steam saw mill, which the trustees had allowed to be set up almost on the school grounds. The fire occurred only a short time before the annual meeting, at which there was a liberal vote for the purpose of re-building. A new house is now in course of erection, which will, no doubt, be much better than the old.

The work of improvement in school buildings, furniture and appurtenances goes steadily on. Before the last annual meeting I sent out a circular letter to each board of trustees in my district, calling attention to the requirements of the law with reference to buildings, premises and equipment. Much good was affected thereby. Before many months proper outhouses will have been provided in every school section; and I have little doubt that before the end of the coming year at least the minimum of apparatus specified in the School Law Manual will have been furnished. I am particularly desirous that the old, joiner-made benches and desks should be banished from our school rooms as soon as possible; and I am constantly working towards that end. Besides making it difficult, if not impossible, to keep the school room clean, this old-fashioned furniture, by cramping or straining



CORNER, CHEMICAL LABORATORY, PICTOU ACADEMY, N. S., 1897.



CORNER, BIOLOGICAL LABORATORY, PICTOU ACADEMY, N. S., 1897.

the pupils, is often a source of life-long injury to them. In my opinion, it ought to be summarily condemned in all but very exceptional cases, and trustees compelled to put in new chairs and desks added approximately at least in accordance with the requirements of the pupils.

There was an abundant supply of teachers in my district at the beginning of the year, and no permissive licenses were issued. A number of sections, however, as usual, made no effort to secure teachers at the proper time, in the hope of getting them cheaper afterwards. I had applications for "permissives" from several of this sort, which I, of course, refused. In fairness to licensed teachers, as well as the best interests of the schools themselves, I am glad to learn that the power of granting permissive licenses is to be withdrawn from inspectors.

In the before-mentioned circular letter I pointed out to trustees the necessity of causing a vote to be taken at the annual meetings on the compulsory attendance clauses of the Education Act. In spite of this, quite a number of sections still failed to comply with the law. The county grant was withheld, according to your instructions, in each of these cases until I was satisfied that the omission of the required vote was not intentional, and that the matter would be regularly attended to in future. Twenty-seven out of sixty-two sections, in South Colchester, have adopted the compulsory clauses; eighteen out of sixty, in North Pictou; twenty-six out of seventy-five in South Pictou. In most cases in which these clauses have been formally adopted I have found little or no disposition to enforce their provisions; in many instances, even the thought of doing so, is wanting. The vote is allowed to go in the affirmative in the vague hope that it may prove effective as a threat.

With reference to the engagement of teachers I think the law is in need of amendment. While, as at present, so large a proportion of school funds comes from public sources, the public, as represented by the government, ought surely to exercise some control over the disbursement of these funds. In some sections in my district the provincial and county grants practically support the schools; yet the trustees in such sections have full power in the matter of employing teachers. The sole consideration with many boards of trustees appears to be that of expense. The question with them is, not which is the better, but which the cheaper teacher. Thus it comes about that inferior teachers are often the first to secure employment. Sometimes even the express instructions of annual meetings are disregarded by penny-saving trustees. Might it not be well to give the inspector the power of veto in engagements of teachers?

The increase in the number of miscellaneous schools doing high school work, to which reference was made in my last annual report,

has been still more marked this year. One school in my district has had eleven grades, without even an assistant teacher. For the coming year, I hear of another that is to have all the twelve grades—from the primer to A.—with but one teacher. I need not point out to you that, in such schools, much of the work undertaken must of necessity be slighted; and I find that the primary classes are the greater sufferers, a grossly unfair proportion of the teacher's time and attention being almost invariably given to the more advanced pupils, sometimes to the almost total neglect of the others. Furthermore, the high school work done under such conditions is usually of an inferior quality. I am of the opinion, therefore, that miscellaneous schools should not be permitted to attempt anything beyond ninth grade work, unless by special permission, and under exceptional circumstances.

During the year the academies and high schools in my district have done their usual excellent work.

In the common schools some advancement has been made in calisthenics and its associate requirement, ventilation; but it is extremely difficult to induce teachers to devote either the time or attention to these matters which they merit.

Little or no progress has been made in vocal music. Even teachers who are graduates of the Normal School, and presumptively qualified to give instruction in the tonic sol fa system, appear reluctant to do so. By far the best results which have come under my observation have been attained by means of the staff notation. A very considerable percentage of the teachers in my district claim to be entirely devoid of musical ability; and I am fully prepared to certify that there are others that have made no such claim who, were they so disposed, might do so most justifiably. So, what is one to do concerning the compulsory subject of vocal music? I try my best to induce all schools to have singing of some sort, that may at least serve to exercise their lungs, several times a day. Beyond this I do not believe that much can be done immediately.

Hygiene and temperance receive a fair amount of consideration in every school in my district. The prescribed text-books are almost universally used; and they are admirably adapted to the purpose. There are no better books in our schools than the Health Readers.

The Jubilee year, combined with certain other influences, has induced quite an awakening in patriotic teaching. Good will no doubt follow if only we can avoid falling into the American habit of howling vacuously over the flag, as such. In the matter of instruction with regard to moral duties, one would be well within the mark in saying that there is room for improvement. The tendency among teachers is to confound religious with moral teaching, and to substitute th

former for the latter. The teaching of "minor morals," or manners, is especially neglected, because too often despised by parent and teacher alike.

The prescribed "nature lessons" are much more faithfully given, and much better taught than formerly. The "local nature observation" blanks sent out from the Education Office with the Journal of Education are likely to prove of invaluable assistance both to inspectors and to schools. I may explain, in connection with those forwarded to you from my district, that I have good reason to believe that only a very small percentage of the blanks filled in were sent to me. In a good many cases, teachers did not understand that they were required to return them. In other cases, because every possible blank had not been filled, the "observations" were withheld, although some thus kept back were decidedly as good as any sent in. I am confident that much better results will be shown next year.

The teaching of language is greatly hampered by the prescribed text-book in grammar, which is quite unsuited to common school purposes. Teachers should either be required to give exclusively oral instructions in language, up to and including the eighth grade, or some simpler and more comprehensible text-book should be provided for their and the children's use. Personally, I favor the latter alternative, for the reason that most of our teachers are not qualified to give proper instruction in language without text-book assistance. A book that will give brief and lucid definitions and a few practical rules for the use of pupils, together with copious suggestions, illustrations and directions for the guidance of teachers, is what is needed.

There has been a noteworthy revival in writing in my district, owing largely, I believe, to the general adoption of the vertical system of copy books. I am also able to report considerable improvement in drawing.

Geography is still but poorly taught. A majority of teachers seem quite unable to grasp the idea that memorizing a text-book is not necessarily the one and only divinely appointed means of acquiring geographical lore. I am convinced that improvement is only to be hoped for from the continued setting of properly prepared questions at the provincial and high school entrance examinations.

The results of the high school entrance examinations would seem to show that arithmetic is not a well-taught subject. There is a great lack of thoroughness in fundamental work. It is very difficult to effectively convince teachers that each new rule should be introduced orally and by means of an indefinite number of carefully graded mental exercises, thoroughly illustrating the principle, before pupils are allowed to resort to their pencils or attempt the more difficult problems.

The schools, as a whole, are undoubtedly improving, although certainly not with such rapidity as to be at once obvious from year to year. The rate of progress may best be ascertained by comparing considerable periods of time.

The statistical tables and the abstract thereof, submitted herewith, furnish detailed information concerning the educational year in my district.

I have the honor to be Sir,

Your most obedient servant,

W. E. MACLELLAN.

A. H. MACKAY, ESQ., LL.D.,
Superintendent of Education.

DISTRICT NO. 10, CUMBERLAND AND N. COLCHESTER.

INGLIS C. CRAIG, INSPECTOR.

Sir,—I beg leave to present my report for the school year 1896-97.

SUPERVISION.

There were 297 teachers engaged in this district during the year. With two exceptions their schools were inspected, these two not being in session when I made my annual tour. Fifty-one schools were visited the second time. While the minimum amount of time spent in each room was two hours and frequently three, there were at least 200 rooms where a visit should really have been paid every quarter to obtain the full benefit of inspection. I am aware that infrequent annual visitation of inspectors is sometimes a subject of public criticism. If supervision is necessary it should be done well. Every year a large number of young teachers come into this public service without any professional training. These and a large number of older ones professionally weak need more attention than our present system admits. If the inspection be made early in the term faults may be discovered and remedies suggested, which may never be acted upon, especially if the teacher is relieved of any apprehension in regard to future visits. If made late the term is already past. Time is necessary to lead the teacher to help herself, and time is necessary to see that she carries suggestions into execution. This cannot be done during one visit, and twelve hundred visits cannot be paid three hundred teachers in one short school year, scattered as the teachers are over a district 100 miles long, and 40 miles broad.

But visiting schools is only part of our duty. The clerical work of this office makes the work of inspection peculiarly difficult. Frequently correspondence of a complicated character demands urgent attention, the inspector cannot give, when in a remote part of his district, information obtainable only from the records of his office. A tardy reply is often followed by a remonstrance—a very questionable courtesy. Very frequently the inspector is mistaken for a legal functionary and is not considered up to the standard if he cannot answer offhand the hundreds of questions growing out of the school law. In recent years the office has become an employment bureau. Forty per cent. of the teachers of this district obtain positions through the medium of the inspector, and as many boards of trustees solicit his aid in securing teachers. It may be complimentary to him to be granted carte blanche authority to employ a teacher; but it takes time. I have tried to perform these duties, and many others connected with the office cheerfully and conscientiously, but with the full knowledge that the main purpose for which the office was created was being subordinated to other things.

IMPROVEMENTS.

Schools have been resuscitated in Lower Southampton and Black River sections, where there have been none for many years.

The school room at Fox Harbor has been reconstructed and furnished with patent desks.

A new school room on Gulf Shore will be ready for occupancy in the course of this year.

Wallace Bridge school room has been restored, but the expenditure upon the wreck was a very questionable one. Here and in the contiguous sections, Wallace Bay and South Wallace Bay, are to be found examples of the unwisdom of creating small sections. Within a distance of two and a half miles are three school rooms, where one might do and two should satisfy the most exacting. The commissioners have been asking Wallace Bridge and South Wallace Bay for improvements for three years, and have been met by a most strenuous opposition, ostensibly on account of their poverty. And why this poverty in the fairest part of Cumberland? Because the limits of the sections are so narrow that a scholar can walk from one school room to another in twelve minutes. Young Grade D. teachers are generally employed, and the result of the school room work is always in evidence.

South Wallace Bay section has refurnished its school room.

Hartford has acquired a larger area for school grounds, and has ornamented it with trees.

Fort Lawrence, one of the wealthiest rural sections in the province will build this year a school room becoming its estate.

Tidnish has refurnished school room with patent furniture.

Northport, with a large miscellaneous school, has been asked to grade. A strong resistance has been made to such a course. To defeat the commissioners' directions an attempt was made at the last meeting of the board to wedge in another section between this and Shindmacas, thus making three weak sections where two strong sections now exist. I am happy to say the attempt was foiled.

Expensive improvements have been made on the Maccan school.

Joggins Mines.—This section has been unfortunate, owing to some mismanagement. Unknown disaffected parties set fire to the school room and deprived the section of a school for a few weeks. The good appearance of the school room was also marred by the catastrophe.

A new school room will be built during the year in Chapman Settlement.

At Athol the cause of education has been flagging for years. When I made my second visit I found the school room almost deserted, and it is no wonder. Commissioners have since condemned the building.

A fine school room has been erected in Windham. This is the more creditable to the section, as it was voluntarily begun. The same may be said of the section at Thompson Station.

River Hebert deserves special mention. A beautiful house of four departments has been erected in this section during the past summer. Heretofore there have been two departments; a third was very much needed to accommodate the large attendance. The section built wisely in providing a fourth room for the future. The house is modern in its furnishings. It will be heated by furnaces.

East Wentworth is another among the many that are providing new school rooms this year. It would be difficult to find a more picturesque site than the one where this house is located.

At Spencer's Island the trustees find it necessary to grade the school into two departments.

The school at Halfway River has been attended several years by Indian children. Twelve are in attendance now, and some of them have reached the fourth grade. I found the children very acute in mental arithmetic, the rivals of the white children in this subject. The

ratepayers, while generously according to the Indians the full privileges of the school, felt aggrieved that they, financially weak as a section and only able to have school part of the year, could not receive some recognition of their claim on the Indian department, when schools and teachers were entirely maintained by it on other reserves. As clerk to the Parrsboro board, I was directed to approach the department controlling Indian affairs. This year, through the kind offices of the representative of the county, an appropriation of one hundred dollars yearly was given to supplement the school funds of this section. This is given in consideration of former and future privileges to the Indians. The section will build a new school house next year on a more suitable site than the one now occupied.

Many of the school rooms in the district of Stirling have been improved during the year. Those deserving mention are Waugh's, Murphy's, Middleton and New Truro Road.

The school house in Castlereagh has been condemned, condemnation to take effect August 1st, 1898.

New school rooms are much needed in Acadia Mines and East Mines.

School room in Masstown has been well furnished with patent desks.

COMPULSORY ATTENDANCE.

This act, as far as the country school is concerned, is a dead letter. A few more sections have adopted the act, but a very large number, in their ignorance of the law, have attempted to repeal it and believe that they are free from its obligations. The spirit of the law is acceptable, but the provisions for its execution are not.

LOCAL "NATURE" OBSERVATIONS.

A happier scheme could not have been devised to popularize Nature Study in the common school. It has led the teachers to research methods. They in turn have solicited the co-operation of their scholars in making the observations of the section in which they live as complete as possible. Thus unwittingly, many a teacher, prompted by the questions of some inquisitive boy, has been led to give a better lesson on Nature work than she ever conceived of doing. The issue of the sheet, directing phenological observation this autumn, will give the teachers a fuller year for work. With a few exceptions some work was done in every section of these counties. Of course observations were more correct in some cases than in others. Where the sheets were filled in a perfunctory way they cannot be relied on. To those

who have not been taught to see and hear, the song sparrow and meadow lark are still "grey birds" and nothing else.

ARBOR DAY.

There was a better observance of this day last spring than usual. As far as reports show 525 trees were planted. I have had an opportunity already to see some of the work and it has been well done. I assure you that in these instances it was no holiday, and I have pleasure in sending forward to you reports from teachers, who not only without, but within the school room, have carried out their work to a successful issue. There is nothing in the whole range of school duties that indicates so well the wide awake teacher as the judicious observance of this Arbor Day, and it is no coincidence which I am pointing out when I say that those most successful in embellishing the school surroundings are most successful in the cultivation of intellect. Fortunate teachers made special reports. Some of these deserve publication to serve as incentives to other teachers. One hundred and sixty made none. I suggest that the custom of reporting be made obligatory. There are but few teachers who are willing to acknowledge apathy.

HIGH SCHOOL.

Amherst Academy is held in high favor by the town people; this is evidenced by the fact that there is not a private school in existence in Amherst; indeed there is but one in the district, such confidence have the public in the common schools. It is to be regretted that the attendance of pupils belonging to the county is not greater. I think that if the advantages which it offers and its unsurpassed record for the last two years were generally known, that many of the boys and girls now attending other academies would patronize their own. Recently the third grade A. teacher, Mr. Connolly, a graduate of St. Francis Xavier, has been taken on the academic staff, but within the county the academy has very formidable rivals. Parrsboro High School, under the very efficient and popular management of Mr. Magee, is giving an impetus to educational affairs in the southern part of the county. The attendance has so quickly outgrown the building accommodation that a high school of four departments is now being erected, which will supplement that built three years ago, and make a total of twelve departments in the town. Oxford, heretofore unknown as an educational centre, is beginning to attract a large number of students. Its record last year at the government examination was an enviable one. This year it was equally as good. The list of C's was especially creditable.

At the last annual meeting held in this section \$8,000 was voted to erect a building of eight departments. It will be modelled after the High School building in Parrsboro. Heating, ventilation and sewerage will be according to the most modern plans.

The scholarship of the district seems to be in the ascendant. 322 pupils were reported doing high school work in 1893; this year 615 are reported. While I give every encouragement to young people to pursue the higher courses of learning, I have very serious doubts as to the wisdom of encouraging high school work in the miscellaneous schools. I am in the possession of facts which lead me to believe that a wrong is committed wherever the work is prosecuted in such schools, and I hear on every hand that the interests of the majority are sacrificed to the minority. For instance, in the district of Stirling, there are outside of the village school of Tatamagouche and in sections within a radius of fifteen miles, sixty high school pupils; some of these are attending schools which cannot afford to teach high school subjects. The children of the common school want the undivided attention of the teacher. When half of the time is given to these pupils representing grades nine, ten and eleven, what plan can be devised to have all this high school work done in centres such as Tatamagouche?

EXAMINATION STATIONS.

The large attendance of 60 high school candidates at Oxford justified my recommendation to make this place an examination station. It would have been impossible for Tatamagouche to accommodate the 123 candidates who this year were distributed between the two stations.

NEW SECTIONS.

A new section has been formed in West Colchester, known as Grahamville, No. 32. It was not necessary to show why it was created, though financially very weak. This community, on the River Philip Road, leading to Economy, was so remote from schools that two or three generations had grown up who could neither read nor write. It was a blot on the whole of Colchester. Much credit is due Miss Margaret Graham and Miss Moore, of Economy, for the interest manifested in the community. Probably the school room now ready for occupancy, would not have been finished had it not been for their zeal in collecting funds for its completion. Out of gratitude to the former the trustees have called the section Grahamville.

INSTITUTE.

On account of the District Institute and Provincial Association falling within dates six months from each other, it was not deemed advisable to hold it at the usual time. A session will be held at Tatamagouche before the Christmas holidays.

I have the honor to be,

Your obedient servant,

INGLIS C. CRAIG.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

APPENDIX C.

REPORT OF THE BOARD OF SCHOOL COMMISSIONERS

OF THE

CITY OF HALIFAX,

(YEAR ENDED JULY 31ST, 1897.)

(I.)

CHAIRMAN'S REPORT.

Office of School Commissioners,

Halifax, December, 1897.

TO A. H. MACKAY, Esq., B. A., B. Sc., LL.D., F. R., S. C.

Superintendent of Education for Nova Scotia.

Sir,—In compliance with the requirements of the School Act I have the honor to transmit to you, herewith, an outline of proceedings of the Board of School Commissioners for the City of Halifax, together with the report of the Supervisor of Schools. The Secretary's financial statement, showing every item of receipts and expenditures, will be forwarded to you when published, at an early date.

CHANGING LOCATION OF PUPILS.

For several years past there has been a gradual change in residences from the central parts of the city to the suburbs. This movement has been stimulated by the better appreciation of sanitation and facilitated by the improvement of streets and the introduction of tramways. Not long ago the National and Acadian schools, on each side of the City Hall, were crowded. Now the National school is closed, and during the present year the Acadian school has been reduced to three departments, two of which are small. On the other hand, it has been found necessary to add two permanent departments to Young street school. Other schools in the suburbs are becoming congested so that further accommodation may be required.

ST. PATRICK'S HOME.

St. Patrick's Home was a boys' reformatory somewhat similar to the Industrial school. As many truants from the public school were sentenced to this institution, it was thought advisable that the School Board should assist in educating them. Brother Aloysius was accordingly appointed teacher, with a department under the control of the School Board. The attendance varies from 35 to 50.

CADET CORPS.

I am pleased to be able to report that the organization of the Cadet Corps of the Academy has been satisfactorily completed this year. It was found that those willing to drill could be better managed in two companies than in three. One company has been fully uniformed, and both companies have been supplied with an improved and lighter rifle.

They were so well drilled by Sergeant Lockhart that, throughout the display connected with the Queen's Diamond Jubilee, and at the recent mobilization of the troops, they received special complimentary encomiums from General Moore and their other superior officers.

LEGISLATION.

For many years past, owing to delays in collecting taxes the City Council was unable to keep the school tax paid up to date. In consequence of this delay the School Board was often required to meet its obligations by an overdraft at the bank. The interest on this constituted a very considerable item of the school expenditure. To remedy this evil, legislation was secured at the last session of the legislature by which it became the duty of the city council to pay the school grant in full in ten equal instalments. The over drafts were also legalized and an act passed requiring the School Board, when asking the City council to assess for any sum exceeding \$90,000 to submit a detailed statement of their school estimates, so that the council might appear before the Governor-in-Council in relation to them when considered desirable.

ST. PATRICK'S BOYS' SCHOOL.

In April a disastrous fire occurred at St. Patrick's Boys' School, destroying the four upper rooms and injuring the others. Through the courtesy of the Rev. Father McCarthy, the basement of St. Patrick's church was placed at the disposal of the Board, so that the school work went on without much interruption.

In making the necessary repairs care was taken to enlarge the upper rooms. The whole building was renovated, and a system of

hot water heating was introduced, so that now St. Patrick's Boys' school ranks as one of the most commodious and comfortable school buildings in the city.

TRUANT OFFICER.

Heretofore the Truant Officer was also a member of the Police Force, and had to report at Police office and appear in Police uniform when on duty. This interfered greatly with the efficient discharge of his duties to the School Board. Mr. Webster, the first truant officer, having resigned this position, an opportunity occurred in the appointment of his successor to remedy these defects. The present incumbent, Mr. Anderson, was appointed and is paid directly by the School Board. It will be necessary to have legislation conferring on him the power to arrest and deal with truants. He understands and performs his difficult duties efficiently and without friction.

HOLIDAYS.

Arbor Day was celebrated as usual (May 10th) by appropriate lessons on arboriculture in all the schools and the planting of trees in all the school grounds not previously occupied, in loyal commemoration of various dignitaries of greater or less note. Alderman Lane imported for the use of the Board several hundred ornamental trees which were furnished free to the schools. Those not used were placed in a nursery at Bloomfield school for future use.

The Queen's Diamond Jubilee was celebrated by a magnificent gathering of six thousand school children in the Exhibition building. They were entertained by patriotic speeches from the Governor-General and Lady Aberdeen, Admiral Sir James Erskine, General Montgomery-Moore, Lieutenant-Governor Daly, Rev. Dr. Grant, and Rev. Mr. Dobson. The singing of the children was especially good and most inspiring. They had been trained by Miss Kate Mackintosh, of the Academy, the words and music of one of the best songs having been composed by herself for the occasion. The admirable drill and decorous conduct of so great a multitude of school children on that occasion will be long remembered by the thousands of spectators as the grandest part of the celebration, and as reflecting great credit upon the discipline of the Halifax teachers.

Dominion Day was also duly observed as a public school holiday.

SMEAD SYSTEM.

The heating and ventilation of Alexandra and the Protestant Orphanage schools have caused the pupils, teachers, and School Board much annoyance. There seem to be defects either in the construction

of the buildings or in the management of the system, which are difficult to locate and remedy. Much improvement, however, is expected from the vault heaters to be introduced.

ACADEMY.

The large and regular increase of Academy pupils and their success at the government examinations is continuously bringing the Academy more prominently before the public, and therefore emphasizing the necessity for suitable environment. A committee of the School Board has asked the Police Commission to see to it that the main thoroughfares to the Academy be made free from sights that outrage the moral sense of the boys and girls who attend that institution. Surely the ratepayers have a right to that much police protection, even if there were no school there. But in the present circumstances the moral purity of the locality becomes a matter of supreme importance. The Police Commission can scarcely claim to be so impotent as to be excusable if the pupils are not fully protected from demoralizing sights on their way from school.

THE COOKING SCHOOL.

Much attention has been devoted during the last school year to the establishment of a Cookery School.

For some time past there seems to have been a growing tendency to make the work of the schools more practical. Although I had not devoted much attention to the subject up to this time, I must confess that I sympathized with the idea that education should fit the pupil to survive in the struggle for existence. Teachers and parents, or perhaps I should say, theorists and practical men, should unite, their efforts to devise a school course suitable to the needs of the country as it is to-day.

The giving of the same kind of an education to girls as to boys, seems to me to be leading women to seek the same kind of employment as men. The domestic virtues are being neglected and despised by women who are more and more occupying the places which are better suited for men. Both parties are directly injured and the outlook is not promising. Cannot the schools, by the kind of education they give, do some thing to remedy these evils?

At the public examinations I noticed that some attention had been given by the girls to sewing; but, as it was expected by all as suitable for them, I was never led to inquire particularly into its merits as a school subject, further than that the work always seemed to be creditable, particularly so in a few of the schools.

When the subject of cookery in the schools first came up I was inclined to accept it in the same indifferent way, as being probably a good thing if it did not cost too much.

But the peculiar opposition which it elicited led the commissioners to study the question more carefully, which they were enabled easily to do by means of the newspaper controversy which followed.

It was clearly shown that manual training, properly taught, builds up the powers of thought as well as other subjects, and at the same time gives a bias towards manual occupations, and by connecting them with school and science, makes them more profitable and agreeable; that it pays the state to combine technical training for some occupation with school work, when it can be definitely known that large numbers will follow that occupation; that the various callings which women follow need preparation as much as the callings which men follow; that in normal conditions, sooner or later, nearly all women become interested in domestic economy; that much of the poverty and illness now existing result from ignorance of foods, their relative values, their preparation, and the numerous small economies that are practised by skilled cooks; that every lesson in cooking can be made an object lesson in physics, chemistry, and physiology, and even in English composition, and thus help instead of hindering ordinary school work.

It was further shown that intelligent persons everywhere were coming out in favor of this kind of practical work, and that in all countries, notably in England, Germany, the United States, and Ontario, cooking was looked upon as an ordinary and necessary subject.

With a knowledge of these facts the commissioners could not allow themselves to be influenced by objections which did not seem to reflect well-informed sentiment or the wishes of the public in general; for the experimental lessons were exceedingly popular both with parents and pupils.

In conclusion, I wish to convey to you my high appreciation of the work of my co-laborers on the School Board, their devotion to all their duties as commissioners and their untiring efforts to advance the efficiency of the schools, while at the same time keeping down the expenditure to the lowest point. Where all have done so well, it is difficult to mention names without seeming to make invidious distinctions, but I must refer to Commissioner McKerron's assistance in re-adjusting the teaching staff of St. Mary's boys, St. Patricks Boys' and Young street schools, and in securing first class teachers for them so as to place them in a better position educationally than ever before.

It also gives me great pleasure to refer to the valuable services of the Supervisor, Mr. A. McKay, whose sole object it seems to be to improve the public school system of the city, and to Mr. R. J. Wilson, who in the neatness and the accuracy of his work, and in his efforts to serve the Board faithfully, makes an ideal secretary.

I have the honor to be,

Your obedient servant

A. W. REDDEN,
Chairman.

the public schools. An increase of 202 pupils, at the average cost per pupil, would seem to justify an increased expenditure of \$2,600; but the estimate was increased only \$2,000. There was, therefore, no allowance made for the better equipment demanded by modern improvements in education—better accommodation, improved seating, hot water heating, etc. On the contrary, you will notice that the cost per pupil, for the common schools, is seven cents less than it was last year.

A further comparison of the tables of the last two years will show but slight changes. It may be noted that the year 1897 shows a slight increase in the time devoted to arithmetic and writing.

There has been a very great increase in the number of volumes in the school libraries. In this department of school work, which deserves so much attention, a fair beginning has been made. The number of books in the libraries of the various schools is reported as follows:

Academy	875	St. Mary's Boys'	120
Alexandra	175	St. Mary's Girls'	120
Bloomfield	100	St. Patrick's Boys'	35
Compton Avenue	50	St. Patrick's Girls'	80
Dutch Village	150	Summer street	300
LeMarchant street	25	Tower Road	32
Morris street	25	Young street	75
Richmond	100	Total volumes	2,262

It will be seen that three of the largest schools have done almost nothing. I would respectfully ask the members of the School Board to refer to what was said in my last report, at some length, on this subject. Possibly some of the commissioners may know something of the very great benefit and pleasure which the pupils of the Academy derive from the excellent library placed at their disposal, and so well managed by their teachers. By means of it many pupils are induced to read standard works of literature. When they hear their English teacher, Mis Mackintosh, refer to these books, their curiosity is aroused, and the books being at hand, they are read, and a taste for good reading is fixed. It may be that in some cases the tastes so formed may contribute more to the pupils' future success than any other work of the school.

THE ACADEMY.

There has not been much change in the character of the work of any school in particular, so that only a few brief notes on some of them are required.

The Academy had 339 pupils enrolled—twelve more than ever before. It is generally conceded that for the best high school work there should not be more than 30 or 40 pupils in a class, but here we had about 68. With such a number it is but little personal attention that can be given to any one pupil during a session of only fifty minutes. Now we know that oftentimes it is close contact of mind with mind that enables the teacher to influence the pupil for good. No teacher can become properly acquainted with the physical, mental and moral characteristics and home conditions of 340 boys and girls, presented in groups of 60 or 70, for one session a day. And yet, without such knowledge the teacher will be unable to adapt his teaching to the 340 different dispositions.

I know of no other high school, either in the province or out of it, where there are so many pupils with so few teachers. In other cities, on an average, each teacher has 25 or 30 pupils. Truro, however, has 45 and Pictou 53. But Halifax Academy has 68. It would long ago have become unmanageable were it not that we are fortunate in having exceptionally good teachers there. Notwithstanding the excellent discipline, which secures the co-operation of the pupils to such an extent that they pass their examinations creditably, there must be a lack of that culture and thoroughness desirable in the "people's college." The pupils suffer most, but the teachers also are overworked. If the people of Halifax knew of their work as compared with that of high school teachers in the United States they would not think them too highly paid.

In the case of the Halifax Academy, it is difficult to suggest a remedy for the overcrowding. It will be impossible to add an additional teacher, for all the available space in the building is now occupied, and it would be expensive and otherwise undesirable to enlarge the building. The number seeking admission to the Academy will continue to increase until it reaches the normal number or 420.

In these circumstances the only possible solution of the difficulty seems to be to require the work of grade IX to be done in the common schools at three or four convenient centres, and to restrict the academy proper to grades X and XI.

In Morris Street School, for example, there are now ten departments, with a prospect of twelve before long. It would be very easy to arrange for subdivision of labor in the two higher classes without disturbing the present grading of the lower classes.

This proposition should receive the immediate attention of the board, so that, if feasible, it may be carried out at the beginning of the next school year.

The results of the Provincial Examination of the Academy pupils were very satisfactory, though not quite equal to those of 1896:

	B's.	C's.	D's.	T tals
July 1896.....	49	80	81	210
July 1897.....	31	54	104	191

ST. PATRICK'S GIRLS' HIGH SCHOOL.

In St. Patrick's Girls' High School there were 83 pupils enrolled. The accommodations consist of two ordinary school rooms and a very small class room. There are three excellent teachers, a fair library and a good collection of minerals, but only the poorest facilities for the teaching of physics or chemistry. Notwithstanding this, there has been much laboratory work, and the students pass good examinations. There is probably no school in the city where there is more thorough teaching, or where mere memory work counts for less.

COMMON SCHOOLS.

Morris Street School probably never did better work than during the last year. One-half of the pupils who passed the last entrance examination to the Academy were trained there.

The senior departments are, however, greatly overcrowded, and the necessity for additional accommodation is every day becoming greater. Pupils are graded into this school from Tower Road, LeMarchant Street and Acadia Schools. In any of these outlying sections there is not a sufficient number of grade VII or grade VIII pupils to fill one department. It is, therefore, greatly to their advantage to be graded into a larger school.

Seeing that, in any event, increased accommodation will be necessary in Morris Street School, it might be economical to enlarge it, so as to make room for pupils of grade IX, thus affording much relief to the Academy. By this arrangement the pupils of this grade would have as many advantages as now. Principal Trefry holds an Academic license, an arts course college degree, a Normal School diploma, and has had a very successful experience of ten years. He would be ably assisted by the Vice-Principal, Miss Cunningham, who has few superiors, especially in her ability to interest her pupils in grammar and literature, and in her power of developing a high type of character. There might be two classes, each doing high school work, under two teachers who would suitably divide the subjects, so as to have the advantages of subdivision of labor.

Compton Avenue School, which has outgrown its accommodations, might, in like manner, be benefited by having subdivision of labor for grades VIII and IX.

In Young Street, St. Patrick's Boys', and St. Mary's Boys' schools there have been many changes of teachers. A very considerable improvement may be expected as the result.

Principal O'Hearn and Mr. Doherty, both of whom hold class A, have adopted the principle of subdivision of labor for the four grades which they teach. They are, therefore, able to give twice the time to the preparation of their respective subjects, the effect of which is seen in their teaching, and felt by their pupils.

THE DEFECTS OF THE PUBLIC SCHOOL SYSTEM.

Having been asked by the School Board to show in what respects the schools of Germany are superior to our own, I shall do so in connection with an endeavor to find the defects of our educational system, if it has any. Many defects it must have, for it must be acknowledged that the most advanced educationists are only just beginning to discover its fundamental principles, viz., that the child in its development represents the evolution of the human race, that teaching should adapt itself in method and subject matter to the peculiarities of each period of child growth, and that education must consist of development through self-activity and self-expression.

Long ago a few choice spirits, from intense sympathy with childhood, felt that there existed within the child, as within the plant, "a plastic energy which obeys an inward though unconscious ideal, and that all efforts to improve its type must respect the ideal." For example, Rousseau said: "Childhood has its own ways of seeing, feeling and thinking, and it is by studying them that we find out how children should be educated."

Very recently, studies in child psychology are showing that the thought processes of children are different from those of adults, and that teachers must know and work in accordance with the natural, and not the logical order of development.

But though our educational system is not yet founded on scientific principles, it does, nevertheless, in that respect, compare favorably with any other science that deals with the higher forms of life and action.

There is a somewhat general impression abroad that our education of to-day is in some respects defective, as compared with the education of thirty or forty years ago; that our children are taught to know a little of everything and not much of anything, and that this means to the pupil laborious cram, over-pressure, and to the teacher exhaustive labor. With this view I have little sympathy. The schools of to-day, buildings, pupils and teachers, are on an average in every way superior to those of forty years ago. Many of our school rooms are

even beautiful, discipline is milder, the pupils are more intelligent, more manageable and more civilized, and the teachers more highly educated and more moral. It is true that in the schools of to-day there are as many poor scholars as there were formerly. For this there are two causes. First, there are now three times as many pupils in proportion to population. The dull, the irregular, and the poor—without books or opportunities for home study—all are enrolled, and so there will naturally be a very large proportion of poor scholars. Formerly, only those were enrolled who could pay, who would, therefore attend regularly and get their money's worth. Second, the artificial life of these times leaves no variety of thought-developing or executive-developing work for children at their homes. Manual training is not yet sufficiently developed to supply this great loss.

But, on the other hand, there are to-day twice as many well-trained pupils as formerly; pupils who can read, write, spell and cipher better, pupils who are well informed in history and in the science of common things, and pupils who have much higher conceptions of morals. The fact is, that pupils of to-day know more at thirteen years of age, than the pupil of forty years ago did at fifteen. One proof of this is that though the life of the community is much more complex to-day than it was then, yet the rising generation shows a capacity for managing affairs better than they were managed before.

It is, however, by dwelling on defects that we are most likely to have improvements suggested.

Let us briefly compare our schools with the best schools elsewhere, especially with those of Germany.

Our average attendance is about 63 per cent. of the enrolment; there are schools elsewhere where it is over 90 per cent. You provide accommodation, teachers and supplies for 100 pupils of whom 37 receive no benefit. The case is even worse than that, for irregular attendance on the part of some pupils, means a serious interference with the progress of those who do attend regularly.

Eighty-five per cent of our pupils might be taught to read and write well, to express their thoughts correctly and gracefully in either spoken or written language. All but a very few of our school departments are, however, very defective in these subjects.

Nearly every pupil in the four higher grades should be able to work correctly and quickly in the simple rules of arithmetic. Yet how few can add a long column of figures without a mistake? One of the chief aims of the school should be to imbue the pupils with a love for good reading, to create a taste for only good literature. Yet nine-tenths of our scholars acquire no desire for general information, no

-discriminating love for the world's best thoughts in the best form. Our education is doing but little to create a respect and aptitude for manual labor. The general laws of nature, the conditions of health, social and civic relations, receive but scant attention and the most unscientific treatment.

Now, all this means that even from the efforts that we do put forth for the education of our children, we do not receive half as much good as we might. We should not be too much discouraged by this fact. Notwithstanding the great advances in the science of material things, we cannot yet utilize for heat and light one-fifth of the energy stored up in coal. But, as the greatest triumphs of science have been in economizing time, force and material, so may we hope for a like result in education, if we study and apply all that has already been gained from the experience and inspiration of the past.

In order to ascertain what is defective in our system of education, we should have a clear idea of the conditions necessary for success. These conditions may be shortly summed up as follows:

1. Pupils in regular attendance and parents co-operating with the teachers.
2. Good schoolrooms, apparatus and text books.
3. Good school laws and regulations administered by wise commissioners.
4. A good course of study.
5. Adequately trained teachers.

I.—TEACHABLE PUPILS AND CO-OPERATING PARENTS.

In respect to health, mental ability, and morals, the children of Halifax are quite equal to those of any other city of its size, and superior to those of large manufacturing cities, which attract all kinds of immigrants, the poor from foreign countries and the unsuccessful from the home districts. As compared with children in other parts of the province, our city children are quicker, brighter, and possess a better command of language. City life does not, however, give them the same opportunities for knowing so wide a range of natural phenomena, of cultivating their observing powers, of doing and being willing to do so many useful things with their hands. They are less thoughtful, less persevering, and less self-reliant than country children from the best districts.

In our schools we have a very great variety of temperament. Our children display vivacity and a restless activity which compels the teacher who would control them to keep them always do-

ing something. The pupils in the schools of Germany are phlegmatic, thoughtful, studious and orderly, allowing their teachers to devote all their energies to teaching. How much better work would be done in some of our schools, if the teachers could be relieved from the exhaustive work of controlling the restless spirits committed to their care, and yet we doubt whether any teacher would exchange the sprightly fun-loving active pupil for the sober, prosaic and stolid German.

Parents. Since the introduction of free schools, many parents, perhaps the majority, think that they do their part towards the education of their children when they send them to school more or less regularly, and pay the school taxes. We cannot expect good results while this delusion exists. Parents have many other important duties to perform in this matter of education. Pupils should be supplied with suitable books. They should be supplied free by the School Board, but if not, then it becomes the duty of the parent. At the beginning of every school year two or more weeks are lost to the pupils because so many parents neglect to make provision for more advanced textbooks when their children enter higher classes. In nine cases out of ten this neglect or inability to fit out children for school is not the result of honest poverty, but of indulgence in harmful luxuries. Those who cause this loss of time are the readiest to find fault if the over-worked teacher has an extra holiday.

Irregularity of attendance and tardiness are faults mainly caused by the bad management of parents who can have no comprehension either of the benefits of education or of the evil effects of unpunctual habits. And yet these parents are the first to complain that their children are not learning, which is, of course, always a fact.

It is the duty of the parent to aid the teacher in securing from the pupil home preparation of lessons. When children attend school, they should make the school work almost their only business. If they spend their afternoons or evenings on the streets or at parties, their parents are responsible for irreparable loss to morals, health and progress in study. This is an evil of enormous magnitude in Halifax, and some steps should be taken to lessen it. Possibly a circular from the School Board might help, but if not, I would not hesitate to recommend the enactment of a law requiring children to be off the streets at reasonable hours. Curfew laws have been introduced into hundreds of towns in the United States, and with the happiest results.

Pupils of the higher grades in our schools are often permanently injured by over-work. For this the parents are primarily to blame, and the teachers, only in that they do not carefully watch for the signs of nervous exhaustion and warn the parents. In a very few cases, where parents or teachers, but generally the parents, are ambitious to have the pupil pass a good examination, at an early age, the school

work is too severe and causes a break down, for which the course of study or the teacher is unjustly blamed. But in the great majority of cases the over-pressure is caused by the premature entrance of children into society. For young people, particularly, loss of sleep, late refreshments, excitement, and the distracting social demands of modern times, are not compatible with any kind of healthy development. In Germany, children are allowed time to develop fully before assuming the role of young ladies and gentlemen of society, and the result is, of course, a healthier, and fuller development and higher culture. The brain which reaches the highest organization is the one that occupies the longest in its development. Again, character-building is the foundation of all genuine education, and therefore the most important part of the teacher's work; but character-building is impossible unless the teacher can secure and retain the pupil's confidence and sympathy, and this is best done through the parent. Nearly all the teachers, some in one way and some in another, make it a point to secure the acquaintanceship, sympathy and co-operation of the parents, and all wide-awake parents cultivate the friendship and seek the counsel of the teacher, knowing that for the good of their children time could not be more profitably spent. Parents should take an interest in the school which is to decide so much of the future of their children. As I said elsewhere: Meetings of parents and teachers conducted in the schoolrooms or assembly halls of the schools would be of the greatest possible value. All school work must fall short of the highest results, unless, in addition to good teaching, suitable equipment, a rich course of study, and efficient supervision, two other factors are brought into play—the love and loyalty of the children and the co-operation of parents. Parents and teachers are often pulling the child in opposite directions, due to misunderstandings on both sides. How many hard places might be smoothed over if both teachers and parents knew more of each other's difficulties! How much more sympathy the teacher would extend to troublesome pupils if she knew their home circumstances well enough to wonder that in many cases they are even as good as she finds them. If parents clearly understood the enormous difficulties of the school problems which press on the teacher, how often would they help instead of hindering. Pupils would enter the schoolroom with a new zeal and a new purpose if they knew that, next week, mother or father would meet the teacher to discuss matters pertaining to their interests.

II.—EQUIPMENT.

School sites and buildings. An old city like Halifax is always at a disadvantage in the matter of school sites and school buildings. In the centres of population all the building space was occupied before the modern ideas of public free schools prevailed. It therefore became difficult to obtain suitable sites. A few of our schools are so situated on the main thoroughfares as to be very much disturbed by

the passing traffic. The Academy, St. Patrick's boys' and Acadian schools are seriously handicapped, recitations often being interrupted for a few minutes at a time by the rattling noises of a succession of passing carts. Many of the schools are defective in not having sufficient space for playgrounds, but, considering the circumstances, Halifax has reason, so far as the common schools are concerned, to be fairly well satisfied in this respect with its school equipment.

The site, unfortunately, selected for the Academy is, however, so defective in almost every respect that I fear it will seriously interfere with the organic unity of our academic work. For all school purposes the centre of the city lies somewhere between Cogswell and Cornwallis streets. Clearly then the Academy, which draws its pupils from all parts of the city should have been located in this vicinity.

For reference in future, it might be well, before passing on, to refer in this connection to some things in which the Germans excel us: (a) All school sites must be remote from noisy thoroughfares, and must always have a space between the schoolhouse and the street; (b) The playground must be large enough to give two and one-half square meters of space to every pupil likely to be enrolled at any future time; (c) The playground must be surrounded with trees, showing one or two specimens of every kind adapted to the climate; (d) A part of the playground must be reserved for the growth of plants to be used in the study of botany; (e) It must also be provided with apparatus for out-door gymnastics, and, when convenient, with benches and a covered part for protection in rainy weather.

Apparatus. Here the German schools greatly excel us. Every schoolroom, in addition to what we supply free in our schools, must have:

In every primary department: A copy of each text and reference book used in the department; large wooden or paste board alphabets for teaching reading (Setz Kasten); a wall map of the section or county; natural history, charts; compass.

In the advanced department: A copy of each text and reference book used in the school; a globe; a wall map of the country; a wall map of the continent; a wall map of the section or county; natural history charts; a violin; a compass; drawing models; a likeness of the sovereign.

The best schools are also furnished with silhouette practice maps, kalidoscopic reading charts and other devices. The teachers are so well trained that they can use all these pieces to the best advantage; indeed, they very correctly consider them essential for the best work. Some of our teachers go to great expense to secure pianos for their school

rooms. How much better it would be if, as in Germany, nearly every teacher could use the violin or flute.

To supply apparatus that teachers could not use skilfully, or of which they do not fully realize the importance, would be unwise. But when any teacher becomes fully qualified to use such appliances, she should be furnished with them, as it would be an object lesson and a stimulus to the others.

In the matter of heating and ventilation, the Germans are perhaps behind us. They are, however, beginning to introduce single adjustable seats and desks, which are, of course, somewhat more expensive, but greatly superior, in being more comfortable, more conducive to order and honest work, and in not producing deformities in growing children.

Text-books. It is difficult to compare our text books with those of the German schools. The teachers there are so well trained that they could do good work without them, where our teachers would be almost helpless. There the subject is taught; here the text book. The German text book is therefore merely auxiliary and wholly subordinate to the teacher's work. Being constructed for a different method of teaching, it is often a mere outline, on poor paper, and very cheap; but is always adapted to its purpose. As education with us often means mastering the text books, so we naturally emphasize their importance. They must be of good paper, well bound, beautifully printed, and full of their subject.

Where, as in Nova Scotia, we are compelled by the nature of the examinations and by the want of trained teachers to make so much use of the text books, they should be the best. The influence which a text book may have upon a pupil's progress may be illustrated by a reference to Kennedy and O'Hearn's Arithmetic. Before its introduction it was difficult from a book which was badly printed and largely occupied with explanations which should have come from the teacher, to get the pupils to be interested in this subject. But now arithmetic is studied with very much greater pleasure from a book in which the character and arrangement of the exercises almost reveal the reasons for the processes.

Readers. The text books from which we teach reading are very defective. The experience of the last twenty years should be of some value and we should now have the benefit of it. The modern primary readers produced in England and the United States have a scientific arrangement of the words depending on their phonetic elements, and on the interest which they are calculated to elicit. The first pages are usually in script, so that they may be used in connection with black-board work. There are several series, so that pupils may not

be compelled to go over and over the same words, in the same connections until they have lost all interest, without which apperception or growth, or learning in the true sense is impossible. These charming primers which are illustrated with colored pictures, seem almost to talk to the little ones.

Our advanced readers are but scrappy, ill-selected collections of which teachers have long since become wearied. The readers for the 4th, 5th and 6th grades should consist of selections, carefully adapted to age, of the best literature which the English language has produced in our own and other countries.

For the 7th and 8th grades, as well as for the high schools, we should have short but complete works from the best authors. Throughout the whole school course special effort should be made to determine the tastes of the pupils in favor of good reading. By skilful teaching, children may be educated to appreciate and enjoy beauties of form and content, of style and thought, in literature as fully as they enjoy corresponding beauties in nature. Unless this is done there will be many pupils who will be more injured than benefited by their ability to read.

Grammar. Regarding the text book in English Grammar I made, not long ago, some statements and recommendations which I beg to add to this report as an appendix.

History and Geography. Our common school text books in English History and Geography are a great improvement on those used two or three years ago. The illustrated edition of the English History is, however, better than the one in common use. The "Introductory Geography" should have fuller maps, with lines showing latitude and longitude. The text should contain more up-to-date information and a fuller treatment of physiography. In that case, the "Geography of the World," now used in the high schools, might give place to a small treatise on commercial geography as related to physical features and history.

If we would interest children in history, we must begin by giving them a personal interest in the lives of those who were mainly instrumental in making the history of the home province. The first text-books should be largely biographical, should contain illustrations showing places, customs and events, as well as faces, and should have excellent historical maps. All the ethical lessons which pupils of the common schools can gather from Canadian history may be learned from the history of our own province. It is therefore a great mistake to burden such pupils with the confused historical details—mere repetitions of similar lessons from other provinces. Of course, a bare outline of the history of the Dominion since Confederation should be added,

It may be doubted whether our present text book comes up to this ideal; but it is quite certain that the new text book seeking admission is altogether unsuited. It may have qualities that would entitle it to place in the high school.

Drawing. We have two series of drawing books—one good, but expensive; the other cheap in every sense. In Halifax we supply the pupils with blank books, and expect the teacher to teach from the object. We have found that drawing from the flat has no educative value compared with drawing from the round. Our teachers have most earnestly endeavored to fit themselves for this work.

The text books used in the high schools are, with two or three exceptions, so far as I know, the best of their kind.

There are many complaints that some of the text books of the common school are cheaply bound and easily fall to pieces.

Taken as a whole, however, and with the exceptions specified, our text books are fairly good, and very much cheaper than in the adjoining republic.

Diaries. In French schools and in many German schools every child upon entering school is presented with a blank book, on the first page of which are printed some of the fundamental maxims which lead to success in life, and to the development of the patriotic spirit. These books are kept in the possession of the teacher. At suitable periods once a month, or oftener, the pupils copy into them exercises from each one of their studies. Under the directions of the teacher, they also record in them the chief events of their school life. When they graduate to a higher room their books go with them, but always in the custody of the teacher. The fact that they are thus enabled to trace their upward progress from time to time acts as a great stimulus to better work. When they finally leave school, they are allowed to take with them their diaries, which they carefully preserve and prize highly for the remainder of their lives. If the same plan were adopted in Halifax I would expect the same good results.

Libraries. The importance of a good school library, well managed, can scarcely be over-estimated. Such a library would contain many books of reference—dictionaries, gazetteers, atlases, etc., also the latest standard books of travels and history, books on natural history and science, besides, of course, some of the best English classics, in which would be included a few historical novels, and all adapted to the various grades. Of the most important books there should be several duplicates. Teachers would be expected to know the contents of this library so well that they could refer their pupils to the particular books containing the information necessary to supplement the recita-

tions and to assist in selecting those most useful to them for home reading. By this means the pupils, besides rounding out the knowledge obtained from their school studies, would be forming the invaluable habit of using books as instruments of original investigation, while at the same time acquiring a taste for the best literature.

In Germany the law defines one of the duties of a school commissioner in these words: "To ascertain if a school library be on hand, and if same be furnished with good books; if not to take steps towards providing for the same."

School Museums. In almost every German school there is a small collection of natural history objects, which can be used in teaching science or as objects for drawing. In winter they are particularly required.

Other appliances. We should learn a lesson from the Germans in the teaching of elementary geography and history. Their elementary schools are supplied with maps and histories of the home district. In like manner, we in Halifax should have a large outline map of the city and suburbs as far as Bedford, also a small book in simple language describing a few of the principal places and events, and containing a few good cuts of the most picturesque and characteristic scenery.

III.—SCHOOL LAWS.

In so far as the school laws are concerned, no part of the province has better reason to be satisfied than the city of Halifax, and there are but few changes that would in any way be a benefit to it. Party politics, that great curse of so many schools in the United States, has never perceptibly interfered with the honest administration of our school affairs. In the last two appointments to the superintendency of education, the government of Nova Scotia made educational considerations paramount to political expediency. The school commissioners, in like manner, when appointing teachers to the schools, decide entirely by the merits of the candidates.

Under this heading there are, however, two subjects to which I referred at length on former occasions, and of which I must again remind you: (1) We should have parental homes for truants. These homes should be established and supported for the whole province by the provincial government; [a] (2) provision should be made by the School Board for the pensioning of Halifax teachers worn out by long service. [b]

[a] See Report for 1895, p. 14.

[b] See Report for 1896, p. 23.

It may also be allowed in this connection to refer to one or two other matters. Our system of provincial examinations has undoubtedly very greatly stimulated school work, particularly in the higher grades, but it has also intensified many evils almost inseparably connected with written examinations. It has encouraged cram, it has diverted attention to those subjects from which the greatest number of marks may be obtained with the least labor, and it has encouraged book work—mere memorizing, instead of practical work in science and English. In the desire to make as good a showing as possible, the teacher loses sight of what should be his main object—the all round development of his pupils. In Germany examinations occupy a very much less prominent place than they do with us. We have, however, followed the best educational opinion abroad in making the grading of pupils in the lower departments depend mainly upon the teacher's estimate of the year's work.

Although it is difficult to find a substitute for examinations, yet they are so liable to be abused that it is well to have their defects ever in view.

For the publication of marks made by the pupils there can be no justification. It should be discontinued both by our academy and in the Journal of Education. For the information of the public it is sufficient to have the names of those who pass in alphabetical order. The reasons which influenced us in the abandoning the giving of prizes would apply in this case.

The other subject to which I shall briefly refer is that of the training of class A teachers. Three years ago we abandoned the grade A work in the academy, leaving it to the colleges, where only it properly belongs. Thereby we are able to devote forty per cent more time and energy to the legitimate high school work. Hereafter our class A teachers will be college graduates and of much higher standing than formerly. Although it will be more difficult to obtain licenses, yet there will be more than enough of them to supply the demand.

It would be a further improvement if the minimum pass work on every fundamental subject were raised to 50, and if no license of class A were granted without three or perhaps five years successful experience certified each year by a government inspector.

IV.—COURSE OF STUDY.

Probably nine-tenths of all that is written about education in some way relates to the course of study. From Herbert Spencer down to the shallowest ward politician, the distance is almost infinite, yet they have this in common, that they look for improvement in education from some change in the course of study. The one would have it almost

wholly science; the other would confine it to the three R's. Traditional education believes in the fetich of disciplinary education by means of the dead languages. The "new education" would turn the schoolroom into a workshop.

A comparison might be drawn between the course of study as supplying the mental pabulum upon which the spiritual part of man develops, and the food which the body converts into the materials of its growth. In any case the materials are not likely to differ so far from the normal but that the conditions of assimilation may be regarded as the more important. As equally fine specimens of physical development may be found common to those whose foods are very diverse, so men of equally great attainments may be found among those educated in the most different schools or in no schools at all. There must, therefore, be many other more important elements in the production of great men than the studies which they pursue. This would seem to show that, in this respect, less depends upon the course of study than is generally supposed. There are other elements required for the greatness of a nation than the mere production of men of the highest culture, and for these other elements—patriotism, integrity, habits of industry and thrift, and industrial skill—we may have to depend largely upon the character of the training given in the public schools. On the possible influence of school education in this respect, hear Sir Henry Campbell Bannerman: "The German is trained into a thinking, self-reliant, adaptable producer—and ten Germans to one Englishman are so trained. The result is inevitable. This country is being gradually ousted from markets everywhere; and so far from qualifying our young men to recover lost ground by improving their art education, we still hear from would-be authorities that the one thing lacking is a more perfect knowledge of Latin and Greek, under the guise of a good general education."

The ability to determine the subjects which should be included in the best possible course of study would imply a complete knowledge of child psychology for every period of child growth, and a thorough acquaintance with the requirements of our present civilization. For the adequate performance of such a task the ablest man is but poorly equipped—in the present state of our knowledge, scarcely able to discuss intelligently the problems involved. Yet we hear every day the most confident opinions expressed and the severest criticisms passed upon our courses of study. There are some questions, and this is one of them, on which wise men refrain from forming opinions until they have sufficient data.

I will now, condensing briefly from President Eliot, of Harvard, point out the principal features of a good course of study.

Reading, writing, and ciphering are thought of by many as nearly the whole of education, but they are merely the tools by the diligent use of which a rational education is to be obtained in after years. With good teaching they should not occupy many years of school life. As soon as their easy use has been gained, and even while this familiarity is being acquired, the capacities for productiveness and enjoyment should begin to be trained, through the progressive acquisition of an elementary knowledge of the external world. The study of nature should begin in the very first grades, so as to make the pupil familiar with the world in which he has to live and work. This implies an elementary knowledge of natural history and physiography, and later of physics and chemistry. The science of form, plane and solid geometry, should find a place among the school studies. The process of making the acquaintance with external nature through the elements of these various sciences should be interesting and enjoyable for every child, and through it all, his skill in the arts of reading, writing and ciphering should be steadily developed.

The story of the human race, through biography and history, should be gradually conveyed to the child's mind from the time he begins to read with pleasure. The immense product of the imagination in art and literature is a concrete fact with which every educated human being should be somewhat familiar, such product being a real part of every individual's actual environment.

To the great majority of children there comes the necessity for a training to accurate hand work and for teaching them patience, forethought and good judgment in productive labor. Lastly, the school should teach every child by percept and by example the supreme importance of living in accordance with all the requirements of natural and moral laws. This implies a knowledge of the laws of health and of the social relations.

In short, "instruction in the elementary schools must be so arranged that each child, as far as this is possible, may be afforded unrestricted access to all that constitutes the nation's peculiar culture; that the pupils may learn to make ready, practical use of these treasures of national civilization; that the social life of the nation and the community of interests be better understood by them, and an inspiring consciousness of social and political duties be awakened in their minds."

It would be as unsafe to omit from the course of study any group of the subjects named above as it would be to deprive the human body of any one of the necessary food elements. The test of a good course of study, successfully administered, is that it sends forth the pupil with a permanent taste for good reading, that it has helped him to know his place in the world, and to select his work, that it has given him a capacity for exact observation and description in some small

field, that it has taught him to value properly similar attainments of others in other fields, that it has therefore taught him modesty as to his own acquirements, that it enables him to draw correct inferences from ascertained facts, and that it has taught him that "no man liveth unto himself," but that "we are every one members of one another."

As I have already hinted, very great attention has been given to the formation of an ideal course of study, both by educationists and by governments. The most notable results are embodied in the reports of the Committee of Ten, in 1894; of the Committee of Fifteen, in 1895; of the Royal Commission of the British Government, also in 1895; and in the course of study adopted in the German schools. Although these reports differ in details, yet in their main recommendations they agree. They all make as great demand upon the pupil as to number of subjects and proficiency as the course in Nova Scotia schools. Let me illustrate by giving the time table for the class in the German elementary schools, that corresponds to grades vii. and viii. of our schools (pupils 12 to 14 years of age):

		Hours per Week.
Religion...	{ 1. Bible History.....	5
	{ 2. Moral Precepts	
Language .	{ 3. Reading, 30 selections, to understand well both form and subject matter	8
	{ 4. Composition	
	{ 5. Memory work, several select poems	
	{ 6. Spelling and Punctuation.....	
	{ 7. Penmanship	
	{ 8. Grammar and Analysis.....	
Arithmetic .	{ 9. Arithmetic, including Discount, Allegation, Area of Surfaces, Contents of Solids	4
Geometry..	10. Practical Geometry.....	1
Drawing...	11. Drawing, special attention to Designing	2
Latin ...	{ 12. Geography, with special attention to Physical and Math. Geog	6
	{ 13. History	
	{ 14. Minerology, Botany, Zoology	
	{ 15. Physiology and Hygiene.....	
Music.....	16. Music, very thorough	2
Gymnastics	{ 17. Gymnastics	2
	{ 18. Manual Training, Domestic Economy, for girls }	

Here we have 18 subjects, and we know as a matter of fact that the work is well done. If authority amounts to anything, it is evident then that we must look for the chief defects of our educational system elsewhere than in the curriculum.

TRAINED TEACHERS.

My observation and professional reading have led me to the conclusion that the good teacher is more to the school than all other in-

fluences combined, and that his professional ability, as a rule, is the product either of long professional experience or of special training. "Most good teachers, at this close of the nineteenth century, are made, not born; made from good material, well fashioned."

In England a teacher to obtain a first class must undergo as much special preparation as a lawyer, doctor or a clergyman. In the first place, he becomes apprenticed for four years as a pupil teacher. For the half of each day he is occupied as an assistant to the headmaster; during the other half he is receiving special training for his work. At the end of two years he is examined, and if found specially unfit for his prospective vocation, his apprenticeship terminates, and he is advised to select some other sphere in life more suited to his talents. This is justice to him and to the children who might otherwise be injured by a poor teacher. At the end of the four years there is another examination of the same kind. If he succeeds he is given a scholarship which entitles him to training in a normal school for two years, and partly pays his expenses there. He now devotes his attention wholly to professional work—to the study of psychology, of the history and theory of education, and to a large amount of practice under skilled teachers, who criticize his methods and in various ways seek to improve him as a teacher. Though successful with his normal course, he does not yet receive his diploma. He is, however, allowed to teach in some subordinate position on trial for two years. If during this time he receives two favorable reports from Her Majesty's School Inspectors, he will be rewarded for his eight years of preparation with a first class license.

With such a long training, with so much practice, and with the unfit impartially excluded at one or other of the four tests, surely the first class teachers of England may truly call their business a profession and may claim the fullest confidence of the public. How different from the hap-hazard way in which teachers are trained in America, where the superior teachers are the exception, happily numerous, it is true, but still in the minority.

The Germans show their faith in the aphorism, "The Teacher is the School," by the thoroughness of the training required of those to whom they entrust their children. Dr. Klemm, in describing a district conference of teachers held in a northern province of Prussia, says: "One cannot find a finer or more intelligent-looking body of teachers in deliberation anywhere, unless it be the National Council of Education in America, a body which looks like the Roman Senate." Of the Berlin teachers he says they are a remarkable set of men, in aspirations, in skill, in results, professional as well as social and political." After meeting some hundreds of them at a large Teachers' Institute he writes: "As far as intelligence, ready wit, oratory and par-

liamentary skill were concerned, they surpassed the members of the German parliament." He is writing of the common school teachers of Berlin!

In Germany the candidate for a teacher's license starts from a much higher plane than in England, and consequently does not require to devote so much time to professional training.. Head teachers must always be university men. Candidates for the normal school must have a thorough high school education before entering. After three years in the normal school they are examined to test their qualifications for a temporary engagement as teacher. Two years after this they are admitted to a second examination. If successful, they receive licenses good for life.

From what has been said it is evident that nearly all our efforts for the improvement of education should be in the direction of securing highly efficient teachers. In support of this let me quote a few sentences from a German educator, Professor Tews. He says: "Professional zeal, fidelity to duty of vocation, and pedagogical tact, can partly overcome existing miserable conditions; whereas the most excellent external conditions can in no single part replace the missing good teacher. Self-discipline, self-stimulation, self-education, and self-restraint do much to cover many outward deficiencies. But with the majority these stimuli soon decline, if legislation and administration of education do not do what they are bound to do to create an excellent universally well-equipped corps of teachers.

Again: "The most essential factors of the work of the school and its abiding influence are the teachers; hence to procure them has at all times been one of the chief objects of the administration. For, however carefully all other requirements of public education are fulfilled, they cannot suffice unless supported by excellence and devotion to duty on the part of the teachers. To secure good teachers was possible only under one condition—by offering them salaries commensurate with the demands of life in a metropolis; furthermore, by securing them regular increases at stated intervals, and offering pensions at the time of retirement, and to their widows and orphans."

Having located the chief weakness of our educational system, how can it be removed?

1. By insisting on the highest attainable qualifications in all teachers appointed hereafter. As already stated, the last year has been a decided advance in that direction.

2. By encouraging in every way the efforts of our teachers towards self-improvement. The teacher who is not continually improving soon begins to retrograde. The majority of our teachers are evidently

in earnest in their endeavors to keep up and improve their pedagogical standing. These points secured, other improvements will inevitably follow.

Throughout this report I have incidentally indicated wherein the German schools are superior to ours. In order, therefore, to carry out your directions in this matter it will only be necessary for me to refer briefly to the most important points in which they excel us:

1. They have a very excellent system of pedagogical training compulsory for all teachers, and they license none but those who are proved to be competent.

2. They make regular attendance at school compulsory throughout the whole year for all children of school age.

3. They make teaching a life profession and pension upon retirement, thus allowing teachers to devote themselves wholly to their work

4. Having secured trained professional teachers, they give them a free hand to work out their own ideals and a somewhat wide scope to exhibit their own individuality. That this is so is, however, disputed. At least many of them are demanding still greater opportunity for experiments.

5. The evils of written examinations are minimized. (a) Promotion depends upon the general character of the pupil's work during the year. (b) The only examination upon which much depends is the leaving examination. (c) In the framing of the questions on any subject the teacher of that subject, the head master and the inspector, all take part. (d) The result of the examination is influenced by the teacher's special report. (e) The student is allowed to supplement his written by a viva voce examination. (f) From two to five hours are given for each paper, and only one paper a day. (g) The papers are not marked in percentages; only "very good," "good," "sufficient," or "insufficient."

"The leaving examination is such as a scholar of fair ability and proper diligence may at the end of his school course, come to with a quiet mind, and without a painful preparatory effort, tending to relaxation and torpor as soon as the effort is over. Care is taken that the instruction in the highest class should not degenerate into a preparation for examination; that the pupil may have the requisite time to come steadily and without over-hurrying to the fulness of the measure of his powers and character; and that he may be securely and thoroughly formed, instead of being bewildered and oppressed by a mass of information hastily heaped together."

It is certain that such a system of examination involves much labor and it might not be sufficiently stimulating to our less serious pupils. Our system has many evident advantages, but it has two fatal defects. It almost compels the teacher to teach for the examination rather than for the best development of the pupil, and it encourages cram on the part of the pupil himself.

6. Every school has a teacher's pedagogical library to which additions are made every year.

7. Every school has a library suited to the different grades of pupils, also an abundance of reference books.

8. Every school is supplied with gymnastic apparatus and devotes two hours each week to regular physical drill.

9. Natural history and science studies are much encouraged by giving the schools regular supplies of all that is needed for such teaching.

As my report is already too long, I will omit other minor points to which I might refer.

Respectfully submitted,

A. McKAY,
Supervisor.

Halifax, February, 1898.

SUPPLEMENTARY REPORT.

To the Committee on Teachers, Halifax :

Gentlemen,—In response to your request that I report upon the merits of our English grammar as a text book, allow me to say that a few years ago I was asked by the education committee of the house of assembly to give my opinion on this book. I selected five other grammars, the best that I could find, and carefully compared them with the one in question. I found that the Nova Scotia text book was in nearly every respect the best. The definitions were accurate and in the simplest language that would express the ideas required. The information conveyed was sufficiently full and in harmony with the best modern authorities. The exercises were well selected and the mode of teaching recommended was pedagogically sound. And important among its merits, the cost was reasonable. On all these points I am still of the same opinion.

Yet I believe that no other book on the prescribed list has been so decried by parents and so disliked by pupils, and certainly no other book has given such poor results for the time devoted to it. The fault, however, does not lie in the text book itself. A very good thing may be useless or even an evil if misplaced.

The nature and purpose of English grammar has been greatly misapprehended by educationists. Its study in the schools was at one time defended on the assumption that it was a help in learning to speak and write correctly. But that theory has been abandoned. Some of the worst speakers of English teach English grammar. "At the time when English was written with the greatest vigor and beauty there was no such thing as an English grammar. Ben Johnson compiled his little grammar for the benefit of foreigners, just as the Greeks wrote the grammar of their language, not for themselves, but for outside barbarians." Foreign languages, and English itself, in its infancy, had a vast machinery of inflections and syntactical relations of words. But the English language has now risen superior to such devices and rules of syntax. Only a few of these signs of inferiority remain. "Its graceful flexibility, its free play of idiom, its superiority to mechanical formula, its very scorn of grammar—for there is much forcible English that cannot be parsed—are but characteristics of the noble branch of the Teutonic race whose spirit it reflects."

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

(I.)

Halifax Institution for the Deaf and Dumb, 1897.

(Founded 1857.)

TO A. H. MACKAY, Esq., LL. D.,
Superintendent of Education.

Dear Sir,—The attendance for the school year has been ninety-eight, sixty-two boys and thirty-six girls, of whom eighty-five belong to Nova Scotia, eight to Newfoundland, and five to P. E. Island.

The following table gives in detail the whole attendance:

	Boys.	Girls.	Total.
Pupils of previous years still in attendance	44	30	74
Added during the year	9	2	11
Left during the year	5	2	7
Absentees expected back	4	2	6
Total attendance for the year	62	36	98

The attendance for Nova Scotia classified according to counties is as follows:

Antigonish	3
Cape Breton	5
Cumberland	8
Guysboro	1
Halifax	12
Lunenburg	5
Richmond	5
Kings	3
Annapolis	4

Colchester	8
Digby	4
Hants	7
Inverness	4
Pictou	4
Shelburne	6
Victoria	1
Yarmouth	5
	—
Nova Scotia	85
Other Provinces	13
	—
Total	98

The health of the pupils has been good, no infectious diseases having occurred during the year. The thanks of the Directors are due to Drs. G. M. Campbell and Dodge for their valuable and gratuitous services, also to Dr. A. Cogswell, who has been honorary dentist to the institution for over 40 years.

In the educational department Miss Bateman, Mr. S. H. Lawrence, Miss M. Mosher, Miss L. Mahoney, Miss A. Johnson and Mr. L. E. Porter have shown the same deep interest and efficiency as has hitherto characterized their work, and very satisfactory progress has been made by the pupils, whose conduct and good fellowship have been very commendable. More work has also been done than heretofore in articulation and lip-reading, and the Directors have secured the services of Miss Blanche McDonald, a class A. teacher and a graduate of Dalhousie College, who has charge of the senior oral class, and who promises to be very successful in her new sphere of work. Through the kindness of the Halifax Board of School Commissioners the institution has secured the use of the Sloyd benches in the Alexandra School, and a class of 15 boys are receiving gratuitous instruction from Mr. Gardner, the teacher in manual training. To supplement this a carpenter has been employed who teaches carpentry twice a week in the workshop at the institution.

Dressmaking, mending, etc., are being taught to the girls by Miss Bessie Bond, a former pupil, and who is giving the greatest satisfaction in her work.

At the beginning of the present session a class composed of the older girls was sent to the school of cookery taught by Miss Bell, lately appointed teacher of cooking to the public schools in Halifax. The experiment was a decided success, the instruction given by Miss Bell being of the most practical character, and certain to prove most helpful in their after school life.

Sergeant-Major Long, gymnastic instructor to the Garrison at Halifax, continues his work of physical drill, which has proved of great value, a marked improvement in the health, physique and general appearance of the pupils being the outcome.

Miss R. B. O'Brien, the matron, conducted the domestic department of the institution most successfully, and looked after the health, comfort and general well-being of the pupils with the greatest care and devotion.

Yours respectfully,

JAMES FEARON,
Principal.

(II.)

HALIFAX SCHOOL FOR THE BLIND, 1897.

(INCORPORATED 1867).

**TWENTY-SEVENTH ANNUAL REPORT OF THE BOARD
OF MANAGERS.**

The Board of Managers have much pleasure in submitting to the members of the corporation, to the governments and legislatures interested, and to the friends of the blind, the twenty-seventh annual report of the school, and in doing so they desire to express their gratitude to Almighty God for the many blessings the school is now enjoying, and for the encouragement they have received during the past year in the efforts they have made to promote the welfare of those who are deprived of sight.

The rapid growth of the school has brought with it increased care, but to your board this growth is a matter for sincere congratulation, and we have no desire to shrink from assuming the fullest measure of responsibility. Were the increase in the school indicative of the increase in blindness there would be cause for regret, but fortunately blindness is not on the increase, and the addition to our numbers is mainly due to the reputation which the school has gained throughout the Maritime Provinces and Newfoundland, and to the efforts that are constantly being made to make the school known to the parents and guardians of those who are deprived of sight. Here we might mention with sincere thanks the splendid work that has been done for this school by the press in all parts of the four Maritime Provinces. Through this potent agency, supplemented by other means, the school has become known in the remotest districts, and the knowledge of its blessings has proved a solace to the father and mother of many a blind child.

We feel that no effort should be spared in bringing into the school every child who is deprived of sight, and hence, we are deeply grateful for the help which we have received in this direction from the press, from the ministers of all the denominations, from the teachers in the public schools, and from many friends of the institution.

The superintendent's report, which is hereto appended, shows that each department of the school is being carefully looked after, and that the interests and welfare of the pupils is made the first consideration.

We are pleased to place on record the expression of our appreciation of the faithful and satisfactory work which is being done by the members of the teaching staff, and believe that its personnel will compare favorably with that of any similar institution in Great Britain or the United States.

It is a satisfaction to your board to have to report the domestic department of the establishment as being conducted efficiently and economically. Mrs. Dudley, the energetic matron, with her assistant, superintends the cleanliness of the school rooms and dormitories, sees to the repairing of the wearing apparel and attends to the daily wants of upwards of one hundred people. As may be imagined, neither Mrs. Dudley nor her assistant have very much idle time upon their hands.

Upon Mr. G. N. Towell, the steward, devolves the duty of caring for the stores and seeing that the food is properly cooked and served. This duty he performs most satisfactorily, notwithstanding the many calls upon his time in looking after the grounds, and in supervising the work in the laundry, furnace room, etc. Mr. Towell is the right man for the position which he holds.

The health of the pupils during the past year has been very satisfactory, and this we attribute in no small measure to the care which is taken to make the sanitary conditions of our building as nearly perfect as possible, to good food, regular hours and outdoor exercise. In this connection we might state that the proposal of the superintendent to make a skating pond at the lower end of the playgrounds has been approved by your board and will be carried out as soon as funds for this purpose are available.

The most noticeable increase in the attendance during the past year has been in the number of pupils from the province of Nova Scotia.

In the census returns of Canada for 1891, the number of blind persons in Nova Scotia under 19 years of age is given as 49, but as there are now in the school from this province 53 boys and girls between the ages of 6 and 19, it is evident that these returns are far from accurate. The inaccuracy is probably due to the enumerators only registering as blind persons those who are totally deprived of sight, and not taking into account as blind those whose sight is so defective that they cannot see to read ordinary print.

In many states throughout the neighboring republic a school census, or census of children who should be attending school is taken every few years. Were this done in Nova Scotia, and we believe it could be done at very small expense, the returns would show the name of

every blind child of school age in the province. We commend this matter to the Provincial Council of Public Instruction.

Nova Scotia has done nobly for the education of the blind, and as a province, was in the very vanguard in making the education of those who are deprived of sight a part of the public school system.

The law providing free education for the blind was passed in Nova Scotia in 1882. Similar laws were enacted by the British parliament, those for Scotland in 1890, and those for England in 1893.

The census returns of Canada give the number of blind in the province of New Brunswick under the age of 19 as fifty-six. There are at present twenty-seven New Brunswick pupils attending the school. It is evident that there are in our sister province blind children who are growing up without the blessing of an education. We trust that as the legislature of that province has by statutory provision made the education of this school free to the blind of New Brunswick, that the teachers in the public schools will send in the names and addresses of all boys and girls who, by reason of blindness or imperfect sight, are unable to attend the ordinary schools.

During the autumn the school was visited by Doctor Inch (chief superintendent of education for New Brunswick). Dr. Inch thoroughly inspected the school, and we feel certain that his report to the council of public instruction at Fredericton will fully endorse the policy of continued and united effort so far as the education of the blind in the four Maritime Provinces is concerned. To this union of interest is due the present gratifying status of this Maritime Provincial School.

The census returns of Canada in 1891 gives the number of blind persons in Prince Edward Island as seven. There are at present six P. E. Island pupils in the school, which number probably represents fully one-half of those who are deprived of sight and who are now at a schoolable age.

The matter of the free education of the blind in P. E. Island has been frequently referred to in previous reports. The government of the Island has on several occasions been memorialized and urged to place blind children in the matter of education upon the same footing as those with sight, but so far, beyond giving the school a small and utterly inadequate annual grant of money, the legislature has taken no definite action in the matter. A strong effort will be made to present the question to the government of P. E. Island in a fair and reasonable light, and it is hoped that the present administration will introduce at the next session of the Island legislature an act respecting the education of the blind similar to the acts which grace the statute books of Nova Scotia and New Brunswick.

The census of Newfoundland, published in 1891, contains no statistics with reference to the blind of that colony, but we feel confident that Newfoundland has at least twenty boys and girls of schoolable age who are partially or totally blind. Nine of these are at present in the school and two have recently applied for admission.

The colony of Newfoundland has hitherto made the school an annual lump sum grant which was equal to a per capitem grant of \$150.00. This is the same rate per pupil as paid by the Province of Nova Scotia and New Brunswick, but the actual cost per pupil far exceeds this sum. Your board would respectfully call this matter to the attention of the government of Newfoundland, with the request that the annual grant be increased in the same ratio as the increase in the number of Newfoundland pupils.

It is a matter of pleasure to your board that the building operations commenced in April, 1896, have been completed, and that we now have accommodation for one hundred and twenty pupils. Mr. J. C. Dumaresq, the architect; Mr. Samuel Marshall, the builder, and Macdonald & Co., who supplied the heating apparatus, have carried out their work to the entire satisfaction of your board. The members of this association are under a deep debt of gratitude to the government and legislature of Nova Scotia for their liberality in making this corporation a special grant of \$6,000.00 towards the erection of a new west wing. This amount, with the very liberal subscriptions received from all parts of the four Maritime Provinces, has enabled us to almost meet the cost of the new building without trespassing upon the trust funds which have been bequeathed to the school by the benefactors of the blind.

We are now equipped better than ever before to carry on the work of educating those who are deprived of sight, and we trust that in the future, as in the past, the school will prove a blessing to the blind and a credit to the four provinces represented among its pupils.

The managers are happy in again placing on record their sense of the value of the services of the Superintendent, Mr. C. F. Fraser, whose administrative abilities and powers of application appear to expand with the ever increasing demands upon them.

The treasurer's statement herewith submitted shows the receipts on current account to have been \$15,888.33, and the expenses \$15,846.31, leaving a small balance in the bank to the credit of the school.

In addition to the subscriptions elsewhere acknowledged, which include a donation of \$250.00 from the late Adam Burns, your board gratefully acknowledges the receipt of \$500.00 from the estate of t/

late W. G. C. Ketchum, C. E., of Fredericton, N. B.; \$250.00 from the late Adam Burns, of Halifax, N. S.; an additional sum of \$42.19 from the estate of the late Duncan Waddell, of Dartmouth, N. S.; and also a further sum of \$1,730.77 from the estate of the late John P. Mott, of Dartmouth, N. S.

The thanks of the board of Managers are herewith tendered Drs. Lindsay, Dodge, Kirkpatrick and Cogswell for their kindly attention to the pupils. The services of these gentlemen are rendered without the slightest remuneration and are performed in a spirit of the broadest philanthropy.

The board of managers also desires to express its thanks to Mr. H. B. Clarke, to the Orpheus Club, and to the Halifax Symphony Orchestra for kindly admitting the pupils to the concerts under their respective management. These concerts are a source of great pleasure to the pupils and are of great educative value from a musical standpoint.

The railways and other transportation companies have our thanks for the special rates granted to the pupils, and for the care and consideration shown to the younger children by their respective officials.

All of which is respectfully submitted,

W. C. SILVER, President.

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind:

Gentlemen:—

The table of attendance herewith submitted shows that 111 blind persons have been under instruction during the past year, 71 of whom were males and 40 females. Of these 9 have since graduated or left the school, making the total number in attendance December 1st, 1897, 102, of whom 65 are males and 37 females. Of these 60 are from the Province of Nova Scotia, 27 from New Brunswick, 6 from Prince Edward Island and 9 from Newfoundland.

TABLE OF ATTENDANCE:

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1896.....	56	30	0	86
Entered during the year	13	10	2	25
Graduated or remained at home	6	5	0	9
Registered Dec. 1st, 1897	65	37	2	102

THE AIM OF THE SCHOOL.

It has been said by Emerson that "the growth of the intellect is analogous in all individuals." The development of the blind presents an exception to this great law. True, the methods of teaching or systems of training employed for those who are deprived of sight may vary in many respects from those in general use in our schools, but the intellectual growth of the blind child differs in kind from that of the child blessed with good vision.

Some persons imagine that those who are deprived of sight are possessed of wonderful mental faculties, while others believe that the limitations destined the blind to occupy a lower place of intellectual development. To me the truth appears to lie between these extremes. The ordinary blind child is neither abnormally keen nor deficient of intellect. On the contrary, his faculties are simply normal, and, given the educational advantages which the nineteenth century has brought to those who are deprived of sight, he is but slightly handicapped in the intellectual race, and he may feel certain that with industry and application he may win for himself a fair return for his labors.

To the blind person possessed of special ability or genius the physical disability under which he labors will prove no great obstacle to his success.

Homer, Milton, Huber, Prescott, Fawcett and a score of eminent blind men who might be named, became famous not on account of their blindness but in spite of it; not because of the difficulties under which they labored, but on account of that transcendent genius which enabled them "to climb the steep where Fame's proud temple shines afar."

Does any one believe that Homer's great epic poem would have been more beautiful, more inspiring, had the poet been able to see the wonders of the world about him?

Has Milton's "Paradise Lost" suffered on account of the blindness of its author?

Would Huber, the naturalist; Prescott, the historian, or Fawcett, the economist, have accomplished greater results had they not been deprived of sight?

It leads me to think not. "The mind is the great lever—
—the fatter genius than we are."

From the ranks of those who are blind there will, no doubt, from time to time stand out some marked geniuses, but the great majority of the blind must be satisfied to discharge the every day duties of life as become intelligent, well educated men and women; men and women who do not wish to attract attention to their lack of vision, but who desire their qualities of head and heart to be judged of irrespective of physical blindness.

It is for the making of such men and women that this school has been established. It is our aim to give the blind boys and girls of the Maritime Provinces and Newfoundland such an education as will enable them to be active and useful members of society. That our work in this respect is being abundantly blessed is proven beyond question by the intelligence and success of our graduates, and by the reputation which the school has won both at home and abroad. This success and this reputation are due in no small measure to the zeal, ability, and energy of our teaching staff, the members of which vie with each other in their endeavors to promote the welfare of their pupils. From the Kindergarten department to the most advanced grade of the school the foremost question in the mind of each teacher is, what can I do to better fit this child, this boy, this girl, this young man, or this young woman, for taking a creditable place in the world? To this invaluable sentiment on the part of the teachers, this oneness of purpose throughout all grades of the school, which recognizes that "Character is higher than intellect," is due the very gratifying results which have been accomplished, and so long as the education here is carried on in this admirable spirit of unselfishness the school will deserve to retain its present high position in the esteem of the public and in the confidence of those who appreciate the work it is doing.

REVIEW OF THE YEAR.

Expansion has been the marked feature which has characterized the history of the school during the past year. Expansion in the number of pupils, in the scope and character of the instruction given them, in the grading of the classes, in the number of teachers employed and in the accommodation of our buildings.

The increase in the number of pupils has enabled us to regrade the school, thus making the work done in the respective divisions more uniform and hence more satisfactory to both teachers and pupils. We now have in all five distinct divisions or grades, each of which is in session five hours daily, and in each of which the pupils are under the instruction of teachers of experience and tried ability.

Miss C. R. Frame, who is a lady of great literary talent and broad culture, is a born teacher, and her work always bears the imprint of conscientious devotion and untiring effort.

Mr. S. R. Hussey is literally a mathematician to his finger tips, and in class or out of class, is ever ready to help on his pupils. Miss B. Cumming, B. A., is nothing short of success and knows not failure. Hence her instruction is definite, systematic, progressive and satisfactory.

Miss B. Maxwell has recently become a member of the teaching staff. Her qualifications for her position are excellent, and from her work encouraging results may be looked for.

After four years of faithful service to the school, Miss Fletcher, in February last, resigned her position, much to the regret of every one connected with the institution. Owing to the felicitous circumstances which induced her to sever her connection with the school, the regrets of both teachers and pupils were short-lived, and Miss Fletcher carried away with her the best wishes and hearty congratulations of her many friends in the institution.

Miss J. Howe, after acting for assistant for two years, has now been appointed principal teacher in the Kindergarten department. The progress of the little ones under her loving direction has shown that her promotion to the position was in every way advantageous to the school, and a blessing to the children placed under her care.

Profesor Lanos has continued his language lessons in the school, and many of the pupils, especially in the younger divisions, show by their proficiency in French, that their instructor is a thoroughly qualified teacher.

With their able staff of teachers, assisted by several of the more advanced pupils, the work of the literary department has gone merrily on, and the result, as shown by the public and private examinations held throughout the year, are such as should satisfy the friends of the school and the parents who have entrusted us with the education of their children.

While we recognize that the corner stone of the pupil's education is laid in the literary department, we believe that the after success of our graduates is, in a great measure, dependent upon their receiving a thorough training in some special profession or trade. Hence, we have in operation side by side with our school department, our departments of music and piano-forte tuning; our work shops for young men, and work rooms for young women. In each of these the institution aims to train the pupil, so that when he leaves the school he may be able to maintain himself, and, if may be, to maintain others.

Full sixty of the pupils are receiving lessons upon the piano-forte or cabinet organ. Upwards of fifty are being trained in vocal music, and ten, under special instructors, are studying the cornet, clarionette and violin.

Professor A. M. Chisholm, our director of music, is an inspiration to every pupil in his department. As he is himself ambitious, he inspires others to be likewise. When, in 1879, he graduated from the musical department of this school, it was with the firm resolve that sooner or later he would supplement his musical education by a two years' course in one of the great conservatories of music in Germany.

In 1883 Mr. Chisholm made arrangements to study music in Berlin, and induced Professor F. R. McLean, of Truro, also a graduate of this school, to go to Germany with him and continue his studies. Since Mr. Chisholm's return to Nova Scotia in 1885, he has been employed in the school, and he has carried on his work with energy and ability.

In September last, Mr. N. B. Campbell, who recently graduated from the musical department, was fortunate enough to be able to make arrangements to study music in Leipsic for the next two years. The advantage of living in an atmosphere on music such as that of Leipsic, and in hearing the compositions of the great masters rendered by artists of world-wide fame, is a privilege which students of music can alone appreciate. Like a draught of water from the fountain head, it invigorates and inspires. Mr. Campbell thoroughly appreciates his exceptional opportunities and will no doubt make every effort to realize the success which his former teacher and his many friends predict that he will achieve.

The fact that three of our graduates have continued their musical studies in Germany, speaks well for the school, and suggests the idea that the day may yet come when one or more scholarships may be established for the benefit of graduates whose talents, energies and abilities are deemed worthy of special encouragement.

In the departments in charge of Mr. D. M. Reid, piano-forte tuner; Mr. D. A. Baird, trade instructor, and Miss J. Allison, girls' work class teacher, very satisfactory results have been secured, and the teachers well merit the regard and esteem of their respective pupils.

GENERAL.

It is gratifying to report that the health of the pupils for the past year has been exceptionally good. It is true that the physical status of the pupils is with us a constant consideration, and that every effort is made to secure the physical development of our boys and girls, but, with all that we have done and are doing, we recognize that many of the pupils are far from strong, and in view of this fact we should be doubly thankful that the health record for the year just closed is so satisfactory.

have, at considerable expense, fitted up our boys' and girls' playground with swings, tilts, rob-roys, slides, etc., for out-door recreation, and we hope, at no distant day, to make in the southern portion of our grounds a large shallow pond, suitable for skating in winter and swimming in the spring and autumn months. Such a pond would add greatly to the pleasure of our pupils, and during our long winter could stimulate healthful exercise.

The Red Letter Day for the school during 1897 was the fourth day of February, when the new and spacious west wing of the building was formally opened by His Honor Lieutenant-Governor Daly. The completion and occupation of this new building was a source of satisfaction to the teachers and pupils, who previous to the date mentioned had been greatly cramped for room.

This wing has now been occupied by the boys of the school for nearly ten months, and in all respects it has been found comfortable, convenient and satisfactory.

The outside cost of the building, including necessary alterations to the main building, the hot water heating apparatus, and the furniture, will not exceed \$23,200.00. Of this amount there has been subscribed, including \$6,000.00 from the Province of Nova Scotia, \$21,293.96, of which \$19,509.83 have been paid in. Had it not been for the many unusual calls that have been made upon the public during the past year, the full cost of the building would, by this time, have been subscribed. However, I trust that I may yet have the pleasure of visiting those who will aid in wiping out the small balance of debt which still exists.

I am sure that the public must feel with me that the building was an absolute necessity, and that its erection has already proved a blessing to a large number of blind children.

Thanks to the liberality of the Province of Nova Scotia and to the generosity of the people of the Maritime Provinces and Newfoundland, we have now accommodation for one hundred and twenty pupils, and are able to keep the doors of the school wide open for the admission of every boy and girl who may seek the advantage which they can alone secure in this institution.

In closing this report I desire to again express my conviction that the school has been most fortunate in having as members of the Board of Managers men exceptionally qualified to discharge the duties devolving upon them. Men who appreciate the needs of the blind, and who, so far as the funds at their disposal will allow, desire to keep the very front rank of kindred institutions, making it a credit to the persons deprived of sight, and a credit to the

I trust that the members of the present Board of Managers, with whom I enjoy such harmonious and pleasant relations, may continue to administer the affairs of the school for many, many years to come, and that God's blessing may in the future, as in the past, rest upon their noble work.

All of which is respectfully submitted.

C. F. FRASER,
Superintendent.

(III.)

VICTORIA SCHOOL OF ART AND DESIGN, • HALIFAX.

(Incorporated 1888.)

DIRECTORS :

Ex-officio:—The Superintendent of Education.
The Mayor of Halifax.

Mrs. J. Morrow
Mrs. Davys
Miss H. Allison
Dr. J. G. MacGregor
Mr. F. H. Oxley
Mr. E. P. Archbold.
Mr. D. Keith
Mr. M. Dwyer

Mrs. H. H. Fuller
Miss E. Ritchie
Mr. J. Dempster
Mr. A. McKay
Mr. J. C. Mackintosh
Mr. Geo. Harvey
Hon. Senator Power

Auditors:—Mr. J. C. Mackintosh, Mr. D. Keith.

President—Mayor Stephen.

Vice-President—Hon. Senator Power.

Treasurer—Mr. F. H. Oxley

Secretary—Mr. A. McKay.

TEACHING STAFF 1896-97.

PRINCIPAL:

Miss K. N. Evans.

ASSISTANT TEACHERS:

Mechanical Drawing:—J. T. Larkin, Engineer.

Architectural Drawing:—C. H. Hopson, Architect.

SATURDAY CLASS :

Miss M. Graham.

REPORT OF THE SECRETARY FOR 1897.

To A. H. MacKay, LL. D.,
Superintendent of Education:

SIR,—I have the honor to submit herewith the Course of Study and the Report of the Treasurer of the Victoria School of Art and Design:

ATTENDANCE.

1—Freehand and Object Drawing	31 enrolled
2—Painting and Life Class	23 enrolled
3—Senior Mechanical	10 enrolled
4—Junior Mechanical	23 enrolled
5—Architectural	12 enrolled
6—Children's Class	6 enrolled
7—Deaf and Dumb	22 enrolled
Total	127 enrolled

The work of the school was shown at the Provincial Exhibition. It covered 600 square feet, and received several awards of medals.

In connection with the school there is a class in China Painting not shown above. The pupils pay a special fee and receive superior instruction.

It will be noted that the classes in Mechanical and Architectural Drawing are well attended. The conviction is gradually gaining ground that technical education is the basis of industrial prosperity. Pupils in these classes are not required to pay fees. The class in Freehand and Object Drawing is taught in the evening. It, also, is free to all unable to pay for their tuition.

It is hoped that with the new course of study a stimulus will be given for better and more definite work.

Respectfully submitted.

A. McKAY,
Secretary.

VICTORIA SCHOOL OF ART AND DESIGN,

Established in 1887, in commemoration of the Queen's Jubilee.

The objects of the Victoria School of Art and Design are to provide technical instruction and art culture, for persons employed in various trades, manufactures, etc., requiring artistic skill, to open up new and remunerative employments for women, to prepare the teachers of the province for the teaching of industrial drawing in the public schools, and to educate public taste by establishing exhibitions and classes in the fine arts as far as practicable.

The School consists of four departments:

- I. Mechanical Drawing.
- II. Architectural Drawing.
- III. The Regular Art Course.
- IV. Elementary Drawing.

I. MECHANICAL DRAWING.

- First Year:
- 1. Use and Care of Instruments.
 - 2. Geometrical problems, with measurements of lines, angles, and areas.
 - 3. Orthographic projection.
- Second Year:
- 1. Isometric Drawing, the application of projections to the simple parts of machines.
 - 2. Working Drawings of details of machines.
 - 3. Geometrical Pattern Drawing.
More advanced Solid Geometry. Solid Contents.
- Third Year:
- 1. Complete Drawings of Steam-engines and other complicated machines.
 - 2. Physical properties of materials; wood, iron, brass, etc.
 - 3. Machine designing.

II. ARCHITECTURAL DRAWING.

- First Year:
- 1. Nature and use of Instruments.
 - 2. Exercises with Instruments, (construction of plane figures, line shading, geometrical designs, etc).
 - 3. Plans, elevations, framing plans.
 - 4. Plotting and calculation.
 - 5. Descriptive Geometry (intersections and developments, shades and shadows).

- nd Year: 1. Instrumental Perspective.
2. Isometric projection.
3. Elements of Architecture (the architectural orders, arches and arcades, piers, pilasters, pediments, pedestals, balusters).
4. History of Architecture.

- ird Year: 1. Design and Proportion.
2. Full size details of decorative work.
3. Planning and construction of more elaborate buildings, also details of same.
4. Strength of Materials, including the calculation of weight on walls, floors, beams, trusses, columns, girders, etc. (iron and wood), also calculations of safe loads; jointing and riveting).
5. Elementary and Advanced Perspective.
6. Preparation of Specifications. Heating and Ventilation.

III. THE REGULAR ART COURSE.

- irst Year: 1. Drawing and Modeling from Casts (flowers, fruit, details of the human form).
2. Model Drawing in Charcoal, pen-and-ink and crayon.
3. Studies of Drapery in crayon, pen-and-ink, wash, etc.
4. Studies of flowers and foliage from Nature in charcoal, pencil, pen-and-ink, wash, etc.
5. Analysis of Plants for the purpose of Design and Elementary studies in Historic Ornament.
6. Elementary Designs from Natural and from Historical motives of ornament.
(Instrumental Work.)
7. Exercises with Instruments, construction of plane figures, line shading, geometrical designs, etc.
8. Descriptive Geometry (intersection and developments, shades and shadows).

9. ELEMENTARY PERSPECTIVE.

- econd Year: 1. Studies of plants and flowers, draperies, etc., in oil or water color.
2. Elementary Designs in color.
3. Drawing of complete figure from the cast, in charcoal.
4. Drawing of the head from life, in charcoal, pen-and-ink, pencil, wash, etc.

5. Modeling the head, in clay.
6. Sketching and Composition. History of Art.
7. More advanced perspective (instrumental).

- Third Year:
1. Work from living model, in color.
 2. Advanced work in still-life draperies, groups, etc., in color.
 3. Original Designs, as applied to wall paper, oil-cloth, embroidery, etc.
 4. Sketching and Composition. History of Art.

IV. ELEMENTARY DRAWING.

- First Year: 1. Simple Freehand, Geometrical Figures.
- Second Year: 1. Object Drawing, Geometrical Solids.
- Third Year: 1. Drawing from Natural Objects.
2. Drawing from casts, in charcoal.

Tickets will be given to students who pass a satisfactory examination on any of the subjects of the course for any term. At the close of the School year "Certificates" will be given, showing the amount of satisfactory work accomplished in any one department.

Students completing satisfactorily a three years' course in any department, will receive a "Diploma of Graduation." The Directors have also decided to grant a Diploma to any candidate of sufficient merit, who has been in attendance at the classes for not less than three school years, prior to the 31st of December, 1897.

In case of any pupil who has not been in attendance for three years, the time already spent shall be counted as though spent in accordance with the foregoing regulation,—merit to be determined by an examination approved by the Directors.

Prizes may be expected for exceptionally good work.

NOTE.—It will be of advantage to the students to read certain text-books, to be prescribed by the Directors at an early date. In the meantime, through the kindness of Alderman Geldert, three valuable Art Journals and several books on Art may be consulted in the City Library by the students.

E TREASURER IN ACCOUNT WITH THE VICTORIA
SCHOOL OF ART AND DESIGN.

downment Fund:		
Amount from 1896		\$ 7,702 40
uilding Fund:		
Amount from 1896		8,000 00
urrent Account Receipts:		
School Fees	\$ 422 55	
Government Grant	800 00	
City Grant	500 00	
Interest	386 60	
Membership Fees	10 00	\$ 2,119 15
		<u>\$17,821 55</u>

Disbursements:		
Salaries	\$1,406 75	
Rent on account	150 00	
Fuel and light	103 56	
Advertising, Printing and Insurance..	42 16	
Models and Supplies	73 90	
Janitor	53 25	
Moving Expenses and Repairs	203 27	
	<u>\$2,042 89</u>	
Balance from 1896	\$3,062 33	
City of Halifax consols	4,950 00	
Deposit Receipts Bank N. S.	7,600 00	
Bank account, balance	166 33	
		<u>\$17,821 55</u>

Halifax, September 11th, 1897.

J. M. SMITH, Hon. Treasurer,
Per FRED. H. OXLEY.

Halifax, September, 1897.

(IV.)
HALIFAX MEDICAL COLLEGE.

A. P. REID, M. D., Etc President.
 J. F. BLACK, M.D. Dean.

No of regular Professors, seventeen; Lecturers and Demonstrators, ten.

No. of Undergraduates: First Year, 22; Second Year, 12; Third Year, 12; Fourth Year, 9; Total Undergraduates, 47; General Students, 3; Pharmacy Students, 2; Total Students, 60; Fifty-five (55) males; Five (5) females.

Institution founded in 1867 as the Medical Faculty of Dalhousie College and University. Separated in 1876.

Total number of graduates in Medicine (M. D., C. M.) including those who have taken their diploma from Dalhousie University, 78; in Pharmacy (Ph. M.), 7. Total graduates, 85.

The Twenty-Eighth Session opened on Wednesday, October 4th, 1897, and will continue for the seven months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student has ample opportunities for practical work.

The course extends over 4 years and has been carefully graded, so that the student's time is not wasted.

The following will be the curriculum for M. D., C. M. degrees:—

MATRICULATION.—The Preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry, Anatomy, Practical Anatomy, Botany, Histology.

(Pass in Inorganic Chemistry, Botany, Histology and Junior Anatomy.)

2nd Year.—Organic Chemistry, Anatomy, Practical Anatomy, Materia Medica, Physiology, Embryology, Pathological Histology, Practical Chemistry, Dispensary, Practical Materia Medica.

(Pass Primary M. D., C. M. examination.)

3rd Year.—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Hospital, Practical Obstetrics, Therapeutics.

(Pass in Medical Jurisprudence, Pathology, Materia Medica and Therapeutics.)

4th Year.—Surgery, Medicine, Gynaecology and Diseases of Children, Ophthalmology, Clinical Medicine, Clinical Surgery, Practical Obstetrics, Hospital, Vaccination.

(Pass Final M. D., C. M. examination.)

APPENDIX E.

EDUCATIONAL INSTITUTES.

(I.)

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES.

A. H. MACKAY, Esq., LL. D.,
Superintendent of Education.

Sir:—

I have the honor to submit the following report of the Eleventh Annual Session of the Summer School of Science for the Atlantic Provinces of Canada, which met at Yarmouth, N. S., July 8th, to 23rd, 1897.

This session was the best in the history of the school. The number enrolled was 195. The largest previous enrollment was 121. A marked feature of the work this year was the field work in Geology and Botany, conducted by Dr. Bailey and Professor Brittain respectively.

The several classes, with number enrolled and name of Instructor, were as follows:

SUBJECT.	No.	INSTRUCTOR.
English Literature	106 . . .	A. Cameron, Yarmouth, N. S.
Geology	68 . . .	Prof. W. A. Bailey, LL. D., Fredericton, N. B.
Mineralogy	37 . . .	Prof. A. E. Coldwell, M. A., Wolfville, N. S.
Kindergarten	26 . . .	Mrs. S. A. Patterson, Truro, N. S.
Music, (Tonic Sol. Fa.) . .	23 . . .	Ada F. Ryan, Halifax, N. S.
Psychology	29 . . .	Prof. W. C. Murray, M. A., Halifax, N. S.
Physics and Meteorology . .	14 . . .	W. R. Campbell, M. A. Truro, N. S.
Physiology and Hygiene .	19 . . .	S. A. Starrett, Yarmouth, N. S.
Zoology and Entomology	22 . . .	{ G. J. Oulton, M. A., Moncton, N. B. F. A. Dixon, B. A., Dalhousie, N. B.

After a short discussion of this paper, Principal Benoit entertained the Institute by one on "Humane Education." The writer began by classifying education under four general heads—Instructive, Disciplinary, Physical, and Religious, and noted that all were of no effect without Humane Education. He next noticed how it may be obtained. He next noted the subjects on our "Course of Study," contributing most to Humane Education, considering them under two heads: (1st) those which foster a love for the beautiful as, drawing, etc.; (2nd) those which prepare man for direct living as, agriculture, etc. No brief synopsis of this valuable paper can do justice to it, as it can be appreciated only by being heard.

At its close commendable remarks were made by Principals McVicar, Schaffner, Woodman and Shields, and a motion was passed asking the writer to allow it to be published in the local papers.

It was thought best that the remainder of the morning session be devoted to the discussion of practical questions presented by the teachers.

The passing of the "Question Box" resulted in the gathering of an abundance of questions, which were ably discussed by several teachers.

Meeting then adjourned to meet at 2 p. m.

AFTERNOON SESSION.

Meeting called to order by President at 2 p. m. The programme was continued by Mr. N. W. Hogg, of Digby Academy, teaching an illustration lesson on insects to a class of his pupils. Those studied were the June Beetle and the Lady Bug. They were carefully examined under the direction of the teacher, and their history and life studied. The lesson was exceedingly interesting. Mr. Hogg showing not only his superior ability as a teacher, but his thorough acquaintance with his subject.

At its close, Dr. MacKay, Superintendent of Education, who had come in during the lesson, was introduced and called upon for a few remarks. He expressed the pleasure it afforded him to be present again at a meeting of this Institute. He had been deeply interested in the lesson. Thought the grand point was to get the pupil to observe themselves.

Professor Smith, of the Provincial School of Agriculture, was the next speaker. He admired the bravery of any person who would undertake such a lesson before the body of teachers. Also he strongly advised letting the pupils make the observations themselves and relate

them themselves. He thought it best always to combine a drawing lesson with a science lesson.

The next was a paper by Miss Bertha Rice on Kindergarten work, in which its benefits were demonstrated and showing the kindergarten to be the connecting link between the home and the school. It would be useless to attempt to give a synopsis of this valuable paper, as it could be appreciated only by being heard. It called forth commendable remarks at its close from several members of the Institute.

Professor Smith believed that the sooner kindergarten methods were applied in the common schools the better; and that in kindergarten work the child gets education and not information only.

Principal McVicar spoke of the way of overcoming difficulties in a crowded primary department by introducing kindergarten work.

Miss O. A. Smith, of the Normal School, who had been invited to attend the Institute and give the teachers some hints on drawing, was then called upon for her lesson. It is needless to say that Miss Smith was at home in her subject, and she showed how many of the difficulties that the teachers had experienced in teaching this subject might easily be overcome. At the close of her lesson Miss Smith favored the Institute with a few drawings on the blackboard, which called forth expressions of admiration from many.

Meeting then adjourned to meet at 8 p. m.

EVENING SESSION.

The public educational meeting was, according to announcement, held in Oddfellows' Hall. The meeting was duly called to order at 8 p. m., and opened with a song by the pupils of Digby Academy, under the leadership of Miss Bessie McNeil. The president, Mr. L. S. Morse M. A., in a few well chosen remarks, expressed the pleasure it afforded the Institute to greet such a large audience of the people of Digby, and briefly spoke of the history of the Institute since its organization at Lawrencetown in 1880. The speakers of the evening were Dr. MacKay, Professor Smith, Principals McVicar and Schaffner, and Revs. Phillips, Harley, Johnson and Thomas. The address of Dr. MacKay was listened to with the greatest attention. He expressed himself as being greatly pleased to be present at a meeting of this kind. His object was to find out difficulties of teachers. The authorities were striving to take steps they would not have to retrace. His address was practical and well calculated to inspire an educational spirit in those present, and to encourage and strengthen the teachers in their work.

The other speakers mentioned made appropriate addresses, which were interspersed with pleasing selections of music rendered by the pupils of the Academy. Votes of thanks were tendered to the speakers for the able and instructive manner in which they had entertained the meeting; to the people of Digby for the courteous manner in which they had received the Institute, and to the teachers and children who had prepared and rendered the excellent music for the evening.

The meeting, which closed by all uniting in singing the "National Anthem," was one of the most enthusiastic ever held by the Institute.

FRIDAY MORNING SESSION.

Meeting called to order at 9 a. m.

The programme was continued by Miss Laura Messinger teaching a lesson on the "Metric System" to a class of pupils from the Digby Academy. The lesson proved considerably interesting, the teacher showing commendable tact and ability as a teacher, which called forth favorable remarks from Mr. W. M. McVicar and Dr. MacKay.

The next was a thoroughly practical paper on "The Present Methods of Teaching and Value of the School of Agriculture," by Mr. W. S. Phinney. The writer set forth in the first part of his paper the way in which many schools are conducted at the present day, and he believed that too much memorizing and reciting was done, and not enough real teaching. He then gave an outline of the Agricultural School at Truro, its excellent location, and an account of the work done there, advising all to take at least a short course there under the valuable training of Professor Smith.

Miss Jennie Atchinson followed with a lesson on Reading, taking as her subject an extract from the "Deserted Village." Miss Atchinson illustrated the manner in which she would teach the ninth grade, and showed not only her thorough acquaintance with her subject, but also her superior ability as a teacher, which called forth commendable remarks from Dr. MacKay.

Miss Smith was again asked to favor the Institute with another lesson in drawing, which, judging from the deep interest taken in it by all, was highly appreciated. Miss Smith, among other things, explained how teachers could best use the prescribed drawing books, and how to represent by drawing mountains, plateaux, rivers, etc.

Dr. MacKay, whose business could not allow him to stay longer, arose to express his regrets in having to leave. He assured the institute that he never had enjoyed one better than this. He con-

gratulated Inspector Morse on having such a successful lot of teachers, and in departing left his best wishes for the success of the Institute.

Meeting adjourned to meet at 2 p. m.

FRIDAY AFTERNOON SESSION.

Meeting was duly called to order at 2 p. m.

It was opened by Principal McVicar teaching a highly interesting and instructive lesson on the "Geography of Africa." His aim was to throw geography and history together to show how he would teach a lesson on this subject. It is needless to say that Mr. McVicar was at home on his subject, and for three-quarters of an hour held the attention of the teachers. Many valuable points on the geography and history of Africa were set forth, and the pleasing and forcible manner in which they were presented could not fail to leave lasting impressions on the minds of all present.

Principal A. Cameron, of Yarmouth Academy, then took up his literature lesson on Tennyson's "Dream of Fair Women." For nearly an hour he entertained the Institute in his usual good manner on this subject, the lesson proving one of the most interesting and instructive parts of the programme.

A communication was read from Mr. W. T. Kennedy, of Halifax, in reference to the Teachers' Union. The constitution of the union was also read. A resolution was passed to the effect that the secretary of this Institute be empowered to receive fees for membership.

The financial statement was then rendered, and all bills were ordered to be paid.

A vote of thanks was tendered to the Dominion Atlantic and Central railways, and the Insular Steamship Company, for reduction in rates of travel; to the teachers of Digby, whose efforts had helped bring the meeting to a successful issue; to the school commissioners of the town of Digby for the free use of their building, and to Miss Smith, Professor Smith and Principal Cameron, for their valuable assistance at the meetings of the Institute.

An invitation was extended to the Institute by Principal McVicar to hold its next meeting at Annapolis.

Resolved, That the Institute hold its next meeting at Annapolis, and that the time for holding such meeting be left in the hands of the executive committee.

It was moved, seconded, and passed, that the thanks of the Institute be extended to Inspector Morse for his efforts in bringing the meetings to a successful issue.

Thus closed one of the most interesting, practical and largely attended meetings of the Institute, from which much good must surely result to educational affairs in this district.

AVARD L. BISHOP,
Secretary-Treasurer.

Lawrencetown, Annapolis County, Nova Scotia.
May 28th, 1897.

Note.—The Institutes in Districts No. 5 and No. 10 were held after the close of the school year, and therefore belong to the Report for the School Year ending, July, 1898.



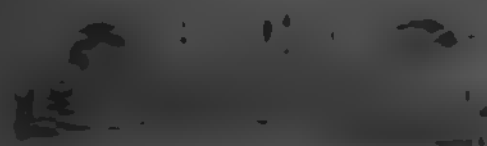


ANNUAL REPORT

SUPERINTENDENT OF EDUCATION

Public Schools of Nova Scotia

FOR THE YEAR 1914-15









COUNTY ACADEMY AND PUBLIC SCHOOL, WINDSOR, N. S. 1898.

ANNUAL REPORT
OF THE
SUPERINTENDENT OF EDUCATION
ON THE
Public Schools of Nova Scotia,
FOR THE YEAR ENDED 31st JULY, 1898.



HALIFAX, N. S.:
COMMISSIONER OF PUBLIC WORKS AND MINES, QUEEN'S PRINTER.
1899.

HOLLOWAY BROS., PRINTERS, HALIFAX, N. S.

EDUCATION OFFICE,

HALIFAX, February, 1899.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended July 31, 1898.

I am, with respect,

Your obedient servant,

A. H. MACKAY,

Superintendent of Education.

TO THE HON. GEORGE H. MURRAY, M. P. P.,

Provincial Secretary.

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PART I.

GENERAL REPORT, 1898.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

1897-98.

TO HIS HONOR MALACHY BOWES DALY,

Lieutenant-Governor of Nova Scotia:

MAY IT PLEASE YOUR HONOR,—

I beg in accordance with the law to submit my annual report on the Public Schools of the Province for the School Year ended 31st July, 1898.

For much detail otherwise necessary in an Annual Report, I submit as supplementary, the April and October numbers of the *Journal of Education*, issued free according to law to every board of Public School trustees in the Province. They contain among other information the names of the teachers employed in the schools, the amount of the Provincial Grant paid to each, the amount of the County Fund paid to each section, the names and classes of the teachers censured, and of the graduates of the Normal School, the names and standing of those who obtained pass certificates of the four Provincial High School grades, the Provincial examination question papers, the courses of study for the various classes of schools, and the latest amendments of the school law.

GENERAL SUMMARY.

There was progress during the year in all departments.

Sections without schools were reduced from 153 to 124, which is a highly satisfactory continuation of the improvement of the previous year, when they were reduced from 171 to 153. The character and conditions of these 124 sections and the probabilities of improvement in the future are detailed in a special report, beginning at page 116 of the Appendix.

The schools increased from 2346 to 2385.

The annual enrolment of pupils increased from 100,847 to 101,203.

But what is of greater importance, the number of pupils daily present on an average increased from 54,922 to 57,771, being an additional attendance of 2,649 each day at school over that of the previous year. This is the best attendance in the history of the Province.

The number of teachers rose from 2485 to 2510; but much more important, the Normal School trained teachers increased from 752 to 798. That there is a steady gain in the number of trained teachers remaining in the profession since 1893 is shown by the numbers employed each year since, which are as follows, 403, 499, 616, 690, 752, 798.

The male teachers increased from 576 to 614, while the female teachers diminished from 1909 to 1896. This change is quite phenomenal, although in keeping with the general trend since 1893.

The school sections increased their vote for buildings and repairs by \$22,481 over the previous year, and for teachers' salaries by \$11,139. The former indicates a growing appreciation of improved accommodation for the children; the latter, of the value of skilled teachers.

The average salaries of teachers has not increased, however. At least, the small increase in some classes is quite offset by a small decrease in the others.

The Teachers' Licenses granted each year from 1893 to 1898, were as follows:—218, 250, 365, 513, 571 and 753.

The improvement in high school work for the series of seven years ending with 1898, is shown in the following table:

YEARS.	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Examined	1432	1506	1922	2399	2517	2917	3304
Passed	175	598	760	684	1313	957	1229

While the attendance at the Provincial Normal School remains the same, the efficiency of the institution has distinctly improved.

The School of Agriculture, affiliated to the Normal School, was making rapid advances in efficiency, when the building was destroyed by fire on the 21st of March. Temporary arrangements were promptly made, and the school was kept open during vacation time for the benefit of teachers employed during the school term.

The horticultural department was economically conducted, under the directions of Principal Smith, by one of the advanced students, who also acted in the capacity of Janitor without increase of expense.

Valuable as this department has been to such farmers as have attended it (and Nova Scotia has given about the same ratio of these to the institution as other countries have to theirs), its potential value to the farm, garden, and even orchard interests of the country, through

the influence of over 100 of the trained teachers sent out from the Normal School every year, is believed to be great, and is already beginning to be felt in actual results, although such changes usually require long time to develop fully.

As the proportion of teachers who are competent to inspire pupils with true ideals of usefulness and sustained powers of application, who understand how to develop the industrial sentiment in the schools so as to reveal the possibilities of pleasure and dignity in the various forms of intelligent manual labor,—as this proportion is greater among our trained teachers than among our untrained, it can be seen how necessary it is in the interest of the country, that we should as soon as practicable take another step in restraining the more inefficient of the latter and encouraging the increase of the former. It is practicable already, as the supply of teachers is equal to the demand.

STATISTICAL ABSTRACT.

For a general view of the more important details of the state and progress of education during the year, the following abstract of the statistical tables is presented here:—

1.—SECTIONS.

	1897.	1898.	Decrease.	Increase.
School Sections in Province.....	1896	1874	22	....
Sections without school.....	153	124	29	....

2.—SCHOOLS.

Schools in operation.....	2,346	2,385	....	39
" session 50 days or under.....	15	10	5	....
" " 50 to 100 days.....	54	48	6	....
" " 100 to 150 ".....	122	123	....	1
" " 150 to 200 ".....	293	286	7	....
" " 200 (and less than full term).....	1033	914	119	....
" " full terms, 216 & 214 days.....	829	1,004	....	175
Average days in session.....	202	199.9	2.1	....

3.—TEACHERS.

Number of Teachers.....	2485	2510	....	25
Number of Teachers Normal trained.....	752	798	....	46
Class A, Male.....	53	58	....	5
" A, Female.....	8	12	....	4
" B, Male.....	141	150	....	9
" B, Female.....	225	250	....	25
" C, Male.....	186	194	....	8
" C, Female.....	838	795	43	....
" D, Male.....	196	212	....	16
" D, Female.....	838	839	....	1
Total Male Teachers.....	576	614	....	38

	1897.	1898.	Decrease.	Increase
Total Female Teachers.....	1909	1896	13	....
New Teachers.....	449	417	32	....
Teachers, Service 1 year or under	564	563	1	....
" " 1 to 2 years	284	284	....	....
" " 2 to 3 years	221	223	....	....
" " 3 to 4 years.....	226	195	31	....
" " 4 to 5 years.....	194	201	....	....
" " 5 to 7 years... ..	316	320	....	....
" " 7 to 10 years.... ..	235	248	....	....
" " 10 to 15 years.... ..	199	201	....	....
" " 15 to 20 years.... ..	133	135	....	....
" " 20 to 30 years	98	118	....	....
" " 30 and over.....	15	22	....	....
New Licenses issued (all classes).....	571	753		182

4.—ATTENDANCE.

	1897.	1898.		
Pupils on register, 1st quarter	79,961	81,209	...	1,248
" " 2nd "	89,731	90,230	...	499
" " 3rd "	93,624	95,106	...	1,482
" " 4th "	100,356	99,916	440	....
Av. Daily Attend. 1st "	55,016	57,469	...	2,453
" " 2nd "	53,554	54,246	...	692
" " 3rd "	51,316	56,789	...	5,473
" " 4th "	55,382	54,356	1026	....
Total Days' Attend. for year ...	11,205,968	11,523,835	...	317,867

5.—CLASSIFICATION OF PUPILS.

	1897	1898.		
Grade I (and Kindergarten)...	19,116	18,929	187	....
" II	13,232	13,128	104	....
" III.....	12,541	12,532	9	....
" IV	13,007	13,275	...	268
" V.....	11,136	11,007	129	....
" VI	9,193	9,015	178	....
" VII.....	9,305	9,344	...	39
" VIII	7,064	6,850	214	....
Total in Common Schools.	94,594	94,080	514	....
Grade IX.....	4,202	4,530	...	328
" X	1,692	1,885	...	193
" XI.....	590	608	...	18
" XII.....	72	100	...	28
Total in High Schools	6,556	7,123	...	567
Total in Public Schools	101,150	101,203	...	53

	1897.	1868.	
Wrote at High School Exam ..	2,917	3,304 ...	387
Passed in Grades Written for..	957	1,229 ...	272
Full Academic High School Students	1,638	1,733 ...	95
Full non-Academic do., do	3,169	3,738 ...	569
Partial High School students.	1,749	1,652 97	

6.—SECTION STATISTICS.

	1897.	1898.	Decrease.	Increase.
Property in section	\$80,738,448	\$81,726,341	....	\$987,893
School property in sec..	1,484,635	1,502,711	....	18,076
Vote at annual meeting.	448,263	473,104	....	24,841
Buildings and repairs ..	55,453	77,935	....	22,482
Teachers' salaries	357,427	368,567	....	11,140
Vols. in school libraries..	9,514	11,492	....	1,978
Maps, charts, globes, etc.	7,709	7,317	\$392	.....
Scientific app. and col...	11,235	11,814	....	579
Total lit. and scien. app.	37,495	42,754	....	5,259

7.—TOTAL EXPENDITURES.

Total Provincial Grants	\$242,811	\$245,837	....	\$ 3,026
Total County Funds.....	119,602	119,869	....	267
Total Section Assessment...	448,263	473,104	....	24,841
<hr/>				
Total Expenditure, Public Education	\$810,676	\$838,810	....	\$28,134

8.—ENROLMENT AND AVERAGE ATTENDANCE OF PUPILS.

Total annual enrolment	100,847	101,203	....	356
Daily present on an average..	54,922	57,771	....	2,849

9.—TOTAL COST PER PUPIL.

In annual enrolment.....	\$ 8.03	\$ 8.28	....	\$0.25
Daily present on an average...	14.76	14.51	\$0.25	....

10.—COST TO (a) SECTION, (b) COUNTY, (c) PROVINCE.

(a). Section Assessment per Pupil.

In annual enrolment	\$4.44	\$4.67	....	\$0.23
Daily present on an average....	8.16	8.18	....	0.02

(b). County Assessment per Pupil.

In annual enrolment.....	\$1.18	\$1 18	....	....
Daily present on an average	2.17	2.07	\$0.10	....

(c). Provincial Grant per Pupil.

In annual enrolment.....	\$2.40	\$2.42	....	\$0.02
Daily present on an average	4.42	4.25	\$0.17	....

Historical Conspectus of Public School Statistics.

BEFORE THE FREE SCHOOL SYSTEM.

YEAR.	Average No. of Teachers, Winter and Summer.	Average No. of Pupils enrolled, Winter and Summer.	Local funds \$4 = £1.	Provincial Grants, \$4 = £1.	Total Cost of Schools.	Annual Cost per Pupil "enrolled."	REMARKS.
1820	\$ 34,720	Common Schools only.
4	217	5,514	.....	.....	.....	.....
8	.....	6,639	.....	.....	.....	.....
9	.....	12,000	.....	.....	.....	.....
1831	375	12,941	\$ 48,792	.....	.....	.....
2	423	11,771	31,367	\$ 7,338	38,705	\$3 29	
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	Common and High Schools.
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	.....
2	854	29,382	83,973	36,112	120,095	4 09	
3	939	29,723	92,272	34,396	126,668	4 26	
4	935	30,979	88 190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	J. W. Dawson. " " M. & R. A. Forrester. " " " T. H. Rand.
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	
1	878	29,579	93,611	42,675	136,286	4 61	
2	967	32,762	107,407	47,982	155,389	4 74	
.....	
4	907	31,010	103,608	46,642	150,250	4 85	
.....	
6	.....	31,307	104,047	42,355	146,402	4 68
7	1002	34,356	128,222	53,519	181,741	5 29	
8	1127	33,742	129,672	53,319	182,991	5 42	
9	1061	35,581	135,041	46,891	181,932	5 11	
1860	1059	35,293	121,873	45,742	167,615	4 75	
1	1043	33,652	129,775	46,833	176,608	5 25	
2	1092	36,087	129,999	47,888	177,887	4 93	
3	1072	37,483	130,664	45,472	176,136	4 70	
4	1112	35,405	115,226	47,930	163,156	4 61	

UNDER THE FREE SCHOOL SYSTEM.

Years.	Av. No. of Teachers, W. & S. Terms.	Average enrolment of Winter and Sum- mer Terms.	Average Daily At- tendance, Winter & Summer Terms.	Av. % of enrolment in Daily Attendance.	School Section Assessments.	County Assessment.	Provincial Grants.	Total cost of Public Education.	Annual cost per Pupil in Daily Attendance.
1865	916	39 461	23,572 60 0		\$124,673		\$ 87,085	\$211,758	\$ 8.98
6	1059	50,574	29,239 57.8		176,252	55,462	136,821	368,533	12.60
7	1310	65,896	36,943 56 1		262 913	91,477	162,000	516,390	13.98
8	1390	68,612	39,731 58 2		298,659	91,958	164,750	555,367	13.98
9	1515	74,139	43,078 58 1		286,754	91,760	167,387	545,901	12.67
1870	1569	75,279	42,177 56 0		266,160	91,762	174,602	532,524	12.62
1	1620	75,995	43,012 57.4		247,209	91,762	176,174	515,147	11.81
2	1592	73,638	40,806 55.4		245,759	95,461	171,395	512,615	12.66
3	1624	74,297	41,392 55.3		265,274	105,029	185,562	535,865	12.94
4	1658	76,277	44,143 55.0		287,849	107,301	175,013	563,663	12.90
5	1775	79,123	44 229 55.3		320,130	107,396	185,565	613,091	13.86
6	1810	79,813	45,373 56.3		338,838	106,781	194,605	640,224	14.11
7	1888	82,364	46,690 56.8		324,550	106,833	204,266	635,649	13.81
8	1954	82,846	48 951 59.0		368,282	106,820	208,115	683,317	13.96
9	1985	82,998	45,857 55.4			107,181	205,575		
1890	1809	76 393	42,580 55.7		291,561	107 181	196,217	584,959	13.74
1	1881	78,828	43,461 55.1		286 086	106,695	185,519	578,300	13.36
2	1932	79,042	43,746 55.3		290 564	106,949	184,627	582,140	13.31
3	1961	80,477	45,650 56.7		316,477	120,340	186,088	622,905	13.65
4	2014	82,153	47,290 57.5		314,172	120,345	191,124	625,641	13.23
5	2054	84,025	48,398 57.8		334,044	120,328	199,188	653,560	13.50
6	2111	85,714	51 142 59.0		321,954	120,377	209,834	652,165	12.75
7	2143	85 474	50,655 58.5		337,216	119,047	216,085	672,348	13.43
8	2153	84,534	48,707 57.6		348,314	118,485	211,196	675,995	13.86
9	2182	84,429	50,038 59.2		341,716	118,281	212,922	672 919	13.45
1890	2214	85,482	49,620 58.0		377,529	118,349	213,434	709,312	14.29
1	2229	83,548	49,347 59.0		393 077	118,301	213,906	725,284	14.69
2	2268	85,077	50,975 59.8		410,017	120,127	216 430	748,574	14.65
3	2319	85,733	49 391 57.6		413,449	89,623	166,040	669,112	13.55
4	2351	87,595	49,808 56.9		454,200	120,507	220,436	795 144	15.96
5	2399	89,126	51,528 57.8		453,144	119,900	238,760	811 8 4	15.75
6	2438	90,270	53,023 58.7		450,972	120,018	242,345	813,335	15.34
7	2485	90,918	53,817 59.2		448,263	119 602	242,811	810,676	15.06
8	2510	91,615	55,715 60.8		473,106	119,869	245,837	834,810	15.06

NOTE.—From the year 1893 (which was three-fourths of the Calendar or normal School Year, owing to the transition from the "half year" to the "year term,") the columns of "Average Enrolment" and "Average Daily Attendance" are the averages, respectively, of the figures for each quarter. The Number of Teachers from that date is the total number for the year. The "Average percentage of enrolment in Daily Attendance" is from the same time calculated from the preceding 10 columns. This explains the small discrepancies between some of these figures and others assigned to check their accuracy in other portions of the statistical tables.

EDUCATION—SUPERINTENDENT'S REPORT.

1000 EXPENDITURES PER CAPITA OF "AVERAGE ATTENDANCE" IN
THE UNITED STATES OF AMERICA AND NOVA SCOTIA FOR THE
SCHOOL YEARS 1871 TO 1897.

Year.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.
1871	\$15 20	\$18 31	\$10 27	\$9 06	\$14 87	\$21 87	\$11 81
1872	15 93	18 86	10 46	9 08	16 36	23 57	12 56
1873	16 06	19 89	9 25	8 39	16 53	25 04	12 94
1874	15 85	19 89	9 01	7 55	16 57	24 36	12 90
1875	15 91	20 17	8 98	7 51	16 69	26 85	13 86
1876	15 70	19 14	8 05	6 70	16 91	26 35	14 11
1877	14 64	17 89	7 68	6 25	15 93	24 69	13 61
1878	13 67	16 55	7 21	5 98	15 08	25 82	13 96
1879	12 97	16 05	6 76	5 65	14 22	23 39	.....
1880	12 71	15 64	6 60	5 40	14 39	22 59	13 74
1881	13 61	17 14	7 22	5 72	15 19	23 81	13 36
1882	14 05	17 35	7 63	6 25	15 79	24 32	13 31
1883	14 55	18 17	7 46	6 17	16 69	25 39	13 65
1884	14 63	18 37	7 44	6 26	16 90	24 69	13 23
1885	15 12	19 16	7 32	6 74	17 53	26 31	13 50
1886	15 06	19 11	7 33	6 93	17 45	25 52	12 75
1887	15 07	19 38	7 33	6 88	17 45	24 85	13 43
1888	15 71	20 80	7 61	6 60	18 29	27 38	13 88
1889	16 55	21 64	7 77	7 12	19 30	29 37	13 45
1890	17 23	23 58	7 78	7 28	19 70	30 57	14 29
1891	17 54	23 66	8 52	7 78	19 42	33 42	14 69
1892	18 20	24 89	8 74	7 82	20 13	33 55	14 65
1893	18 58	25 91	8 65	7 72	20 62	33 57	(13 55)*
1894	18 55	26 44	8 60	7 63	20 91	29 09	15 96
1895	18 98	26 84	8 59	7 69	21 60	28 91	15 75
1896	18 92	28 28	8 88	7 41	20 70	27 17	15 34
1897	18 56	28 56	9 12	7 14	19 52	26 40	15 06

* Three-fourths of calendar year in Nova Scotia. U. S. A. Statistics are from the last Report of the Bureau of Education at Washington.

THE STATISTICAL TABLES.

With the exception of some teachers' returns in one or two inspectorates, we have now from every quarter of the Province full, accurate, neatly compiled and promptly returned statistics as the basis of these tables. One inspector, however, has good reason for complaint yet, to judge from his summary and this statement which, on account of its fulness and clearness, is here repeated for the benefit of any teachers or trustees throughout the province who may yet need such a notice :

"As to Teachers Returns, I have only to add that they were far from satisfactory. I have always pressed upon the teachers the necessity of answering fully and correctly all the questions in the returns, and in several instances instructed the younger teachers how to fill them in. It is not so surprising to find returns from new and inexperienced teachers occasionally defective and inaccurate, but it is simply intolerable to find old teachers and many employed in the High and Graded schools, bestowing little care and attention in giving correct answers to questions in the returns. Unless the returns are strictly and honestly answered in every particular it is impossible to gather anything approaching reliable information for the statistics and abstracts—compiled by the Inspectors for making up the Superintendent of Education's Annual Report on our Public Schools, which forms such an important and interesting public document. The teacher on the Prescribed Oath says:—"I do swear that the prescribed register has been faithfully and correctly kept by me in every particular as prescribed." And immediately under the oath on the same page comes the certificate of the Trustees in these solemn words:—"We hereby certify that the school herein returned has been a Free School, and one conducted in accordance with law, and that we have faithfully sought to procure accurate answers, as recorded in the Register which has been "legally completed" over the signatures of the Teacher and our Secretary, and we further certify that this Return is to the best of our knowledge and belief correct in every particular." On the same page over both, like the handwriting on the wall, stands this strict and imperative order from the Council of Public Instruction:—"It is ordered by the C. P. I. that the teacher shall render the Trustees every reasonable assistance in perfecting this Return in order that the information may be fully, accurately, and promptly given." School returns are simply true and faithful copies of the registers. If registers were kept properly and according to the explanations on the last page—and teachers have a year to study them—it would be impossible to have so many inaccurate returns. I do not desire to insinuate that any of our teachers ever made mistakes in the grand total of days attendance or in the number of days taught. Many of them, however, appear to think that if these two questions are answered correctly, it matters little in regard to the rest. If they turn carefully and conscientiously to the oath they cannot fail to see that it lays equal stress and obligation on the answers to the other questions. On page 9 of the prescribed register over the certificate of Teacher and Secretary of Trustees, appears the following: "Note.—This register is not legally completed until every numbered question is filled in with some answer, that is, no space for an answer shall be left blank, but must be filled in by a *dash*, if there is no other answer." The certificate of Teacher and Secretary to Trustees is: "We, the undersigned, certify that to the best of our knowledge, these tables are correctly filled in as required by the law in the note above."

“ In view of the regrettable fact that there are so many inaccurate returns in the face of all this I would suggest that Teachers and Trustees be notified that unless all returns henceforth are strictly correct in every particular, the portion of County Funds due that year be withheld. If any remedy more effective and less harsh than this can be suggested, I would be glad to learn. I am thoroughly convinced that the first thing that our new teachers should study and know before they undertake to open schools, is how to keep a register. This should be a subject in itself, and might profitably be incorporated with the subject of School Management and thus make Register-keeping an essential and indispensable branch of professional work. I firmly believe that this if carried out would be attended with good practical results. The teacher who does not keep a good and reliable register can hardly be depended on to do duty or faithful service in school.”

Neither the teacher nor trustees are entitled to the receipt of any public funds until the return is made out in accordance with law ; and there is no doubt that the Inspector in the cases alluded to, was in the unpleasant position of wishing to save unworthy teachers and trustees from the consequences of their inexcusable carelessness or incapacity, and at the same time do his duty. For the proper training of the young teacher, there is provided at the public expense, the Provincial Normal School. The expense of the teacher in travelling to and from the institution, even, is also liberally paid for by the Province.

Here is the report of the Inspector on the other side of the same county line, for the adjoining district :

“ I have to congratulate myself, as well as teachers of my district, on the promptness and accuracy of their last annual returns. With the exception of one return, which was addressed by mistake to the Education Office instead of to me, every return was in on the appointed day—an unprecedented event in my experience. Most of them were accurate in every detail. Many of them were models of neatness, as well as of accuracy. Only a small percentage had to be returned for correction. A few years ago the very opposite of this state of affairs was the rule in my district. Such a rapid improvement in one respect emboldens me to hope that certain other highly desirable reforms in the school world may not be as distant as they have seemed.”

The success which has attended the very strenuous and watchful efforts of our Inspect rs, has at length given us the assurance of substantially accurate statistics as the result of the great labor and care always expended on their compilation and publication.

TABLE I., (PAGE 3).

REDUCTION OF NUMBER OF SCHOOL SECTIONS.

The 1896 school sections of last year were reduced to 1874—a reduction of 22. Were this reduction the result entirely of the union of smaller sections, we would have much to congratulate ourselves upon for one year's work. But it is only partially due to this cause, some of the sections wiped off having existed only in name. It appears

that there are a few more sections on this list which are already, for all practical purposes, absorbed into contiguous sections. It is hoped Inspectors may be able to induce the various Boards of District School Commissioners to take from off the records all such misleading names, and to amalgamate as many of the smaller sections as possible into larger and stronger ones.

In the Province of Victoria, Australia, 1866 schools are on the present list. Last year no fewer than 81 were amalgamated with or made adjuncts of other schools, with a considerable saving. Under the system of conveying children to school, no less than 253 separate and small schools were closed, and the children had the advantage of abler and better teachers in the central schools.

Principal Calkin in his report (page 48), calls attention to the desirability of some such scheme for the union of small sections into larger ones. Various degrees of union have been proposed, from that of the consolidation of a small section with a contiguous one, the children beyond a certain distance to be regularly conveyed to and from school at the expense of the sections; to the union of the sections of a township into one under a single Board of Trustees, with or without transportation. In Massachusetts last year, \$123,032 was spent in the conveyance of pupils to and from distant schools, and it is considered to be a paying investment. The rural area of Nova Scotia is about three times that of Massachusetts.

In the meantime, while considering any or all of such schemes, Boards of District School Commissioners should endeavor to build up every section where the geographical conditions admit until it is about four miles in diameter. No section should be put on the "poor list" for the extra grants, if it is under three or four miles in diameter, unless the geographical conditions are such that it cannot be united with another or a portion of another section.

SECTIONS WITHOUT SCHOOLS.

The reduction of the number of sections without schools is another satisfactory incident of the year. Never was the number of such sections less. It will be seen from the special reports commencing on page 116, that many of those school sections should never have been formed. In my reports of 1895, and each succeeding year, I pointed out that in a single county there were 176 school sections, the average size of which was from one-third to one-fourth of the proper size. One school section 4 miles in diameter is equal exactly to four school sections of the same form only 2 miles in diameter. When, in a county not specially rich by nature, with a correspondingly scanty population, the school sections are carved into one-fourth the normal size recommended and found practicable elsewhere, it is not to be wondered at that schoolhouses are miserable, and teachers are paid so poorly that only incapables can in many places be employed, while the atmosphere of culture is entirely wanting. And all the time this

slicing down of sections was done under the guise of love for education—"bringing the school house to somebody's door." Of course, along the coast, many places will be found where it is impossible, on account of geographical conditions, to form a large section, as also on the outskirt settlements.

For a full discussion of the significance of the special report on the "Sections without School," see Inspector Macneil's report, pages 95, 96 and 97 of the Appendix.

Inspector MacIntosh says :

"No new sections have been formed or noteworthy changes in boundaries made. Fortunately for the district, the various boards of commissioners, as at present conditioned, are decidedly opposed to the division of sections, and will do so in extreme cases only and when such are clearly in the interest of the schools. A pleasing feature of the commissioners' meeting in North Queens was a unanimous petition from the ratepayers of Fifteen Mile and Middlefield sections, praying to be united. Such petitions will always be welcome at the board meetings. There are quite a number of instances in this district where a similar union would be decidedly an educational advantage."

Inspector Maclellan observes :

"Every section in the district had school during some parts of the year, with the exception of two in North and three in South Pictou. These five sections were without School for the reasons indicated in my special report to you concerning them. Their children, however, were mostly within reach of the schools of other sections. Even in the case of Cariboo Island, attendance at the nearest mainland school is quite practicable in winter. The last-named section has almost completed its new building and will have school during at least a part of each year hereafter. College Grant, the other delinquent section in North Pictou, has a new and good schoolhouse, and will have school next year. This will complete the tale of sections in North Pictou and South Colchester—all to have schools next year."

Inspector Roscoe :

"To appeal to these sections in the strongest possible way and thus stimulate them to bestir themselves and establish schools, I would recommend that the law be changed to empower school commissioners to suspend sectional powers from all sections neglecting or refusing to provide school for not less than six months of each year, unless by consent of the Inspector; and after one year shall pass without school, the commissioners may attach such sections to the adjoining sections temporarily, where they will be taxed for and have the privilege of school until such time as they can convince the commissioners of their intention to sustain school for themselves if given full power to do so.

"I am confident that several of the sections named above will, under this kind of treatment, find it to their interest to establish schools. In the case of those having few or no children, they should be brought into line and required to do their part in sustaining schools for the benefit of the country in which they live. The principle of free schools, supported by general assessment of all property, is conceded by everybody, therefore there can be no argument urged in favor of exempting communities which prefer not to have school for

themselves. I am sure the time has come for a radical change in these inactive sections."

Inspector MacKinnon's observations following will apply in every county in the Province to one or more cases of sections unduly weak, although in the formation of such sections the old boards of his inspectorate enjoy a bad preëminence.

"A very large number of school buildings in several sections of both counties are, however, I regret to say, in very inferior condition, with several utterly unfit for school purposes and which must be condemned at a very early period.

"In view of the fact that a large number of sections are too limited in area and too poor financially to make adequate provision for the construction and equipment of suitable school buildings now or in the near future, it would seem that the present is a fitting time to attempt a consolidation and re-division of a number of these weak sections, which, in their present condition, are quite unable to maintain and operate efficient schools.

"The equipment of many schools is yet either of a very meagre character, or is entirely wanting. This fault is largely that of trustees rather than ratepayers."

With but rare exceptions the District Commissioners have been very careful, in the formation of new sections, to have them strong; but as the law stands at present they cannot unite weak sections against the wishes of the majorities of the ratepayers, no matter how much these majorities may be standing against their true educational advantages.

I recommend that on the revision of the law, power be given the Boards to unite two or more sections without the limitations now specified, subject to the ratification of the Council alone.

In my report of 1897 I called attention to the size of the school section considered reasonable in England and Switzerland. Two miles distance from the school house in the one, and a much greater distance in the other, does not excuse from non-attendance.

The compulsory attendance law of Victoria (Australia), gives an illustration from the other side of the world. Any of the following reasons is there accepted as an excuse for absence from school:—

I. That a child is under efficient instruction in some other manner.

II. That the child has been prevented from attending school by sickness, fear of infection, temporary or permanent infirmity, or any unavoidable cause.

III. That there is no state school which the child can attend within a distance of *two miles*, measured according to the nearest road from the residence of such child; excepting when the child is *more than nine years* of age, then the distance shall be within *two miles*

and a half from the residence of the child, measured as aforesaid; and when the child is *more than twelve years* of age, then the distance shall be within *three miles* from the residence of the child, measured as aforesaid.

IV. That the child has been educated up to the standard.

TIME IN SESSION.

The number of schools making full time in session was 175 more than the previous year, the best record of any year to date. With this might also be associated the fact shown in table V, the largest average daily attendance in the history of the Province 57,771.

NORMAL SCHOOL TEACHERS.

The thirteenth column of table I. shows the number of trained teachers employed in each county. The steady rate of increase for the last six years is strikingly illustrated by the following series :

Year	1893	1894	1895	1896	1897	1898
Number	403	499	616	690	752	798

It is interesting to observe that the educational efficiency of the various counties appears to vary with few exceptions approximately as the number of Normal School teachers employed. And the demand for such trained teachers is growing from year to year.

Hitherto licenses have been granted to those who made the required general average of scholarship at the Provincial examinations, although they might fall extremely low on particular subjects, some of which might be the most important to be taught in the schools. This accounts to some extent for the weakness under the test of the Provincial examinations of candidates taught by such teachers.

There are high schools and even some county academies doing good work in some of the higher branches, which for years had been failing to do sound work in grades D and C, but were nevertheless promoting pupils not well grounded in such important subjects as science and drawing, into the advanced classes. When these became perhaps even high class teachers, it was not surprising to find their pupils unable to rise superior to their teachers in the improperly evaded subjects which are imperative in all the public schools. Attention was being called continuously in the *Journal of Education* to this tendency and the necessity of checking it; but without the full desired effect in some schools. Then, three years ago, intimation of such a regulation as the present one was given. The proposed regulation was rather more severe than the one eventually passed, and was also introduced a year later than proposed in order to give the fullest notice of the impending change to

those who should never have placed themselves in the position to be affected by the change. The following is the intimation alluded to (see report of 1896, page xxxvii.)

During this present year I propose asking the Council to consider the proposition of slightly further elevating the standard of scholarship of the teacher without changing the character or difficulty of the examination, by requiring candidates for the teaching profession who do not graduate in the Normal School, before obtaining a license to have made no "mark" on an imperative subject below 30 per cent., and to make an average of 50 per cent. at least on the English papers, in addition to the pass aggregate of "400." In the case of those receiving diplomas from the Normal School, the faculty would be required to feel satisfied that the deficiencies in any scholarship subjects were made up by the candidates.

This measure will be unpopular for a year or two in the high schools and academies in proportion to the degree of their failure for the previous years in doing thorough elementary work in all the imperative subjects. And the greater its unpopularity the stronger is the evidence of the necessity of such a regulation for the particular locality. In a short time it will work the cure of an evil which official recommendation had only very partially remedied.

Hereafter licenses will be granted to none who have not made at least 33 per cent. on each imperative subject. Those who fall below this mark are allowed the privilege of paying special attention to such subjects in the Normal School, and if they acquire a fair degree of efficiency in them while undergoing training, (as demonstrated by their class work or any other form of examination deemed desirable by the faculty), the diploma of professional classification will not be withheld on account of the original defect thus removed. It is probable that this minimum of 33 per cent. may be raised gradually as the law of supply and demand may allow without creating stringency, until a teacher's license will be a guarantee of fair scholarship in every subject required to be taught in the public schools. It will follow that old teachers should keep pace with this improvement in every subject. If there should appear to be evidence of their neglect to do so it will then be time enough to consider the necessity of legislation for the revision of their licenses. The most of our old teachers are continually improving themselves, so that the scholarship of some of them is much more complete than that of those who have passed the latest standards.

As there will always be cases in which candidates for the teaching profession had no opportunity to qualify in the elementary grades, it is proposed to arrange for supplementary papers on such subjects as are not virtually covered in the higher grades, namely, Science of D and C, Drawing and Bookkeeping of C,—to be written on Saturday afternoon of examination week, so as not to conflict with any of the regular examinations.

DEFECTS IN OUR NORMAL SCHOOL SYSTEM.

The most serious defects of our present system are *first*, the short period of training prescribed ; *second*, the lack of full school-room teaching to develop or even test the power of school management under average actual conditions ; and *third*, the impossibility of selecting for admission those fitted by nature and their early home environment to be *good* teachers.

With reference to the first, the few months of training given to some of the classes would appear very trifling to educationists in the more developed countries where two years of training for a college graduate and from three to five years for others are considered the proper and necessary course. In medicine, theology, law and some other professions such a course of special training appears to be not only tolerable, but appropriate in this province.

With reference to the second point, the defect could be removed if the town of Truro threw all its public schools open for training purposes. Such an arrangement was originally in operation, but was not acceptable to all concerned. However, something of the kind is necessary for the best results. The harmonious and successful administration of such a system would require a rare combination of wise and tactful teachers in charge of the schools of the town as well as on the Normal School staff, and all should be interested in the success of the student teachers as well as of the town pupils. It has been done successfully in some places ; and it has been suggested to be possible were the school situated in another locality.

With reference to the third point, the ideal method would be to have the power of selection from the colleges and high schools of those fitted by their native character, upbringing and formative associations to become good teachers. Some day it may come to this. At present however, many people appear to act as if teaching should be held to be one of the industries open to anyone who wants to make a living by it or support himself or herself until he can find a better way of making a living. The all important question of public education is with these the incidental one.

There are some candidates for the teaching profession whom no training school can turn into good teachers, or even into teachers who can carry good manners as a habit. There have been cases extreme enough to fall below the low line now ventured to be drawn by our Normal School faculty. Sometimes such an individual esteems himself the most unjustly injured of men, and expresses the conviction of his unrecognized excellencies and the incompetency of his legal and only qualified board of examiners with a vigor which cannot fail to affect those who are impressed by earnestness and a daring story. This is sufficient to illustrate how painful it would be were the Normal School

to raise its standard for the various diplomas too rapidly, and how valuable it would be were the most of those who cannot become successful teachers eliminated before entering the school. The standard has been steadily rising, however; but the feelings of those not awarded diplomas until their ability is demonstrated in the school or by actual teaching on a lower class of license under the eye of an Inspector, or of those who have to be disciplined at an advanced age into habits of order, neatness and respectful manners, cannot always be soothed.

Dr. Hill, Secretary of the State Board of Education for Massachusetts, well says, in a pamphlet issued with the object of directing and aiding in the selection of the proper candidates from the high schools, for admission into the Normal Schools of the state :—

“It is true there are good teachers who have not been normally trained ; it is also true there are poor teachers who have been normally trained. This leads me to say that if you attend a Normal School, it does not follow that you will become a successful teacher. This is because so much of what is essential to success is a matter of happy native endowment, and therefore, not in the power of the Normal School to give. Physique, presence, health, temper, scholarly power, tact, patience, ambition, moral spirit, loveliness,—*The basis of all these things comes not from schools but from ancestry and surroundings.* This foundation wanting, no Normal School can make it good. This foundation present, you can, with the aid of the Normal School, build more rapidly and securely upon it, than would otherwise be possible. The Normal School will give you a quicker insight into the nature of education, put you earlier upon right methods, save you from many mistakes,—in short, furnish you with the great lessons that have come from the study of the teaching process and from the history of teaching in the past ; for you need as a teacher to begin where the successful experience of the world has left off. It is a clear waste for you to spend years in discovering what is already known. Moreover, you have no right to gain at the “expense of your pupils what you should gain beforehand at your own expense.”

But even without this process of selection, which is very systematic and strict in the most advanced European states, our Normal School teachers, as a rule, are superior to those who have a higher grade of scholarship without training. Two of our most successful Inspectors incidentally make the following allusions to them in their reports this year :—

“The work of the schools throughout the district has been more satisfactory than in any previous year. More and better real teaching has been done. The influence of the constantly increasing number of Normal trained teachers is being felt. Trustees are becoming more careful in the selection of teachers and consequently a smaller number of poor teachers find employment. I must however, again express dissatisfaction with the results of reading and writing. I know that not a few of the teachers are poor writers and fear that the same may safely be said of them as readers—in fact, some frankly admit their weakness in one or both respects. This being the case, it is perhaps too much to expect good work in these subjects from their pupils. I think that the High School and the Normal School, in which so many of the teachers are

ag trained, could do much towards bringing about an improvement in these 3 most important subjects."

"Teachers who attend the Normal School and the School of Horticulture n get a pretty good knowledge of tree culture and many of the agricultural rocesses. What more natural than to give this information to their schools a the form of Oral and Object Lessons? The setting of trees, grafting, pruning, spraying, etc., can be taught practically in their season. What will prove more interesting and profitable than to take the school into the orchard occasionally to see these things done and to practice under the direction of their teacher? The study of insects and fruit pests, too, which is now expected to receive more attention, can be better conducted by going into the field where the insects are at work and learning their habits and how to destroy them than in any other way. The Canker worm, the caterpillar, the San Jose scale, and the potato beetle are much talked of among farmers and orchardists. Let the pupils of public schools in farming districts be made familiar with their appearance and habits, as well as with the methods of exterminating the pests."

Compare with these observations the views of the Department of Education for England and Wales, as published in its last Report, from which extracts are given in the Appendix, page 209.

THE WORK OF THE SCHOOL OF AGRICULTURE AND NORMAL SCHOOL.

The Report of the Principal of the School of Agriculture will be found in the Appendix, from page 57 to 66. The destruction of the building by fire on the 21st of March, prevented it from making the best showing in its history. As great a proportion of Nova Scotians attended outside of the Normal School classes, as we find of Ontario farmers attending at Guelph, or of New York farmers attending at the great State Agricultural College of Cornell. But in addition to that work, Principal Smith and his assistant horticulturist did work for the Normal School which was a full equivalent for the salary, so that the farmers' classes were instructed, so to put it, without any expense. The strong point of the arrangement is its economy of salary expense. A very great gain was made by engaging as janitor one qualified also to aid the principal as a special demonstrator in horticulture.

While believing that as a purely agricultural school the institution has done more agricultural work in proportion to its expense than any agricultural college in America, I contend that it has been even more useful in connection with the training of our teachers, in its stimulating the development of an interest in the industrial side of education, forming a sentiment which will be as healthy and useful for those who afterwards pass into the literary professions as for those who become intelligent and skilled laborers or directors of labor.

For instance, if we turn to the Agricultural College of Cornell, with its staff of between 20 and 30 professors, we find the same complaint made here and in every country by the farmers of the State of New York. It may be of interest to quote a remark by one of the most

influential and careful of the papers of that State and compare it with similar statements if such should be heard here. As late as the 5th of January, 1899, the "Country Gentleman," published at Albany, said:—

"Prof. Roberts' annual report as Director of the College of Agriculture of Cornell University, shows marked increase in the efficiency and scope of the work; the number of students is now much larger than in any previous year, and the corps of instructors has also been augmented.

"There have been 57 students in the regular course, 30 in the special course, total 87, an increase of 32 over last year. In the winter courses, 38 students in general Agriculture, and 55 in dairy husbandry were registered. The total number of students during the year in all courses was 192, an increase of 71. Of this number, seven were dropped for lack of scholarship and one for unbecoming conduct. The entrance requirements for the course in agriculture have been raised, and are now equal to those for the course in arts."

After some comments, comes the following exclamation:—

"But after all, and making all allowances for everything, what a shame and pity it is that *fewer than two hundred* young men avail themselves, even for a mere fraction of a year, of the immense advantages offered, without money and without price, by this magnificently equipped and grandly officered college of agriculture!"

In the report of the section on college work to the Tenth Annual Convention of the Association of American Agricultural Colleges and Experiment Stations, November, 1896, the chairman makes the following statement, which reveals the admitted conditions everywhere:—

"But why so few students in the advanced agricultural course? I think the answer is found in the condition of agriculture at the present time; other departments of labor are more remunerative than that of farming. In many of the States there is not a ready market for agricultural products. In some States, at least, if not in all, the farmers themselves are not awake to the value of training in the agricultural college. In August last, 85 boys, farmers' boys, entered the University of California, but not one entered the course in agriculture.

"The six students who did enter the course of agriculture were from the cities. Yet it is wholesome to the thought and life of all our industries that agriculture be elevated to a worthy place in our system of college education. The comparatively few students who may complete these courses are worth to the country all their training costs, and when the time comes for the adjustment of the present unequal distribution of rewards of labor, the college-trained scientific farmer will be in patriotic demand."

That farmers are pretty much the same in their deportment towards agricultural colleges, in England as in America, the fourth paragraph of the following extracts from a circular letter addressed to the people of Great Britain (see *Nature*, London, 3rd November, 1898), by Francis Evelyn Warwick and Raphael Meldola, will indicate. The extracts

will also illustrate the degree of success attained by the agricultural colleges hitherto, and the latest conclusions which are being formulated for future trial:—

“ Among the problems of technical education which County Councils have had to face, the most difficult is the bringing home of the importance of scientific training to those engaged in Agriculture and in rural industries generally. A study of the results achieved in the various countries very clearly brings out the fact that while considerable progress has been made in manufacturing centres where the practical bearing of science is more or less obvious, the agricultural counties have hitherto failed to show a similar progress as the outcome of their efforts to improve the rural industries. . . .

“ In view of the fact that the results of scientific research are bound with the progress of time to make themselves more and more felt in all kinds of rural industries, and bearing in mind also the slow rate of development in this direction in our country, we are convinced that the best chance of enabling our agricultural population to appreciate the importance of research and to meet competition is to give the rising generation an opportunity of acquiring some knowledge of sound scientific principles as a part of their early training. If the present generation of farmers and land-owners cannot or will not bend to the inevitable, and endeavor to cope with difficulties by scientific methods, then at any rate, let facilities be given to their children for the acquisition of such scientific habits of mind as will enable them, without actually becoming experts in any particular science, to realize exactly how they are situated with respect to their competitors. . . .

“ The agricultural industries may be regarded as furnishing a rallying point round which several distinct branches of science meet. To ensure success in such occupations when all the resources of science are being utilized by our competitors, it is becoming more and more imperative that the education of the farmer should, at any rate, be placed on a scientific foundation. . . .

“ In order to counteract these evils, it is desirable that the resources of science should be made as available to the inhabitants of the country as to the dwellers in town. A long acquaintance with a habit of mind of the average British farmer has convinced us that the only chance of salvation in the future is to bring the educational machinery into his neighborhood. It is useless to tell him that he must send his children to some distant school or college where science teaching forms part of the curriculum. He knows nothing and cares nothing about science. He looks upon learning as a dangerous thing, and associates chemistry with bogus fertilizers. An experiment which leads to no practical issue causes a chuckle, and if a downright failure is the result he is rather pleased than otherwise. . . .

“ The average country grammar school is generally too much hampered by ancient tradition to meet modern requirements; the education in such foundations has not a sufficiently scientific bias, and the particular class of students whom it is our desire to see catered for, do not take kindly to the grammar school curriculum, apart from the question of cost, which is more than the small farmer or proprietor can afford. . . .

“ With respect to the curriculum at Bigods (near Dunmow in Essex), we have at present adopted that laid down for schools of science by the Science and Art Department. In most respects this scheme seems adaptable to our requirements, which may be described briefly as an education which, while allowing a certain amount of time for literary subjects, gives also a general scientific training with some manual training. No specialization will be allowed till the pupils have passed through the elementary stage, and in the advanced course the science bearing on agriculture will be given extra prominence. A large mansion has been placed at the disposal of the school as a residence for the principal and for boarders who reside too far off to come to the daily classes. There is plenty of land about the establishment for experiment plots, apiaries and poultry runs, and a farm adjoining the estate is available for field demonstrations. . . .

“ One especial feature of the scheme is the mixed education of boys and girls together in the same class. This system has been found to work admirably in the common schools, both in this country and elsewhere, and it is intended to give it a fair trial in Essex. So far as experimental science is concerned, girls certainly are quite as keen and do just as well as boys if they are properly taught. The only point of difference in the education of the sexes is that the girls sacrifice some portion of the manual training in science in favor of domestic subjects, such as cookery, needle-work and domestic economy. . . .

“ In order that would-be benefactors of rural education need not be alarmed it may be pointed out that large institutions are not essential. At Bigods the laboratories of the school of science are available for about twenty-five pupils. We shall be satisfied if for some years this department of the school can be maintained at this number in the elementary and advanced stages. The great desideratum of the time is the establishment of numerous small but thoroughly efficient secondary and technical schools in appropriate centres, so that all the rural districts may be catered for. The general level of intelligence in the neglected country districts is bound to be raised in the long run by such means—not only by the direct effect of the training, but indirectly by reacting upon the elementary schools and compelling them to increase the efficiency of their teaching.”

Having quoted so largely from the Education Report of England and Wales in my Report of 1897, pages xxxvii to xxxix, these must suffice on the present occasion. An extract from the latest Report will be found in the Appendix, page 209.

The Nova Scotian plan has been to lay the foundation of an industrial education in the common schools, by observation work, “ nature ” lessons, and the more common application of all the sciences which meet in agriculture, to the amelioration of the conditions of the rural home. The agricultural and horticultural demonstrations made in connection with the professional training of teachers, as indicated in my report of 1896 and 1897, as well as previous ones, prepare them for doing work which can interest the young, and which it is hoped will cause the next generation not only to make a better use of agricultural literature and methods, but to utilize to a greater extent the more advanced and scientific training to be had in the technical colleges, whether agricultural or of any other kind.

At the same time a more systematic treatment of Agriculture is encouraged in the high schools by having it on the curriculum, and by giving an extra grant to teachers duly qualified who are doing agricultural work which is approved of by the principal of the School of Agriculture.

Is our plan a wise one? It is too soon to measure its promise, for the Normal School affects but a comparatively small number of our teachers under our present system, and some of these affected may not be very efficient if they are not superior to those in the other professions.

But when we find one of the most influential agricultural colleges, endowed by one of the most progressive States, after vainly trying to charm the farmers to fill its capacious laboratories, turning to the elementary schools and doing the same work which our education department initiated or encouraged; and when we find on the other hand that the minister of education and fine arts of the most progressive nation on earth is doing the same thing in a more complete, official and compulsory manner, we feel that we should persist.

During the last few months the Agricultural College at Cornell commenced to issue leaflets or bulletins with "nature" lessons and instructions as to how teachers should prepare themselves to do such work effectively—just such work as our *Educational Review* (which has always been recommended to our teachers) has been doing for some years already. Within a few months 11 different bulletins have thus been issued, 22,000 teachers have applied for them, and about 3,000,000 pages of nature-study leaflets have been printed, and are supplied to parties in other States at a low cost. (See "The State of New York Plan," printed in detail in the Appendix, page 202, from the Year Book of the United States Department of Agriculture for 1897). The hearts of the agriculturists have thus been turned to the elementary school; and as we shall see the hearts of the ministers of education in control of elementary schools have been turned to agriculture.

FRANCE.

In France, which is perhaps the leading country in the world in the application of scientific principles and new ideas to industrial problems, and generally followed a year or two behind by Germany and the rest of Europe, agriculture is not only taught in its elements as our "nature lessons," for agriculture is a complex art based entirely on the natural sciences, but it is taught specifically and practically. Circulars have been issued to the schools briefly outlining a plan of study in the form of a practical guide, designed for the help of the teachers in the elementary instruction of agriculture, which has been made compulsory.

The French minister of public instruction and fine arts published in the *Bulletin Administratif*, January, 1897, a guide for the instruction

agriculture in rural schools. Work is outlined in it from term to term, and cuts of experiments are abundantly introduced to make the work of experimentation clear to every teacher. It contains three courses or grades, namely: the elementary, for children from 7 to 9 years of age; the intermediate, for those from 9 to 11; and the advanced, for those from 11 to 13. This corresponds exactly to our common school grades from III to VIII. It may be interesting to quote some of the paragraphs of this document.

“GENERAL DIRECTIONS.”

“Elementary instruction in agriculture should be addressed less to the memory than to the intelligence of the children; it should be based on the observation of daily facts in country life and on simple experiments, applying material resources at hand, and designed to prove the scientific fundamental ideas of the most important agricultural operations. Children in rural schools should learn, above all things else, the reason of these operations, with an explanation of the accompanying phenomena, and not the details of the methods or effects; still less a list of precepts, definitions, or agricultural maxims. The first thing for every agriculturalist to learn, things that must be learned by the experimental method, are the conditions essential for the growth of garden vegetables, the reasons for habitual work in common farming, and the rules of hygiene governing man and the domestic animals.

“No matter how well a manual may be, a teacher would pursue a wrong course in the instruction of agriculture if he were to require his pupils to study and recite from the text book. It is positively necessary to instruct by simple experiments, and above all by observation. It is only by placing phenomena directly before them for observation that children can be taught to observe and fix in their minds the fundamental ideas on which modern agricultural science rests; children in the country are dependent upon schools for these ideas. It is useless to teach pupils what their fathers know better than the teacher and what they are sure to learn by their own practical experience.

“Schools should confine themselves to preparing children for an intelligent apprenticeship in the calling that will yield them a livelihood and to cultivating in them a taste for their future profession. A teacher should never forget that the best way to make a workman love his work is to make him understand it. The end to be attained by elementary instruction in agriculture is to give the greatest number of children in rural districts the knowledge indispensable for reading a book on modern agriculture, or attending an agricultural meeting with profit; to inspire them with love of country life and the desire not to change it for the city or manufactories, and to inculcate the truth that the agricultural profession, the most independent of all, is more remunerative than many others for industrious, intelligent, and well-instructed followers.”

I would recommend the comparison of these views and directions with the discussion of the same subject in the Nova Scotia Report of 1896, from page xii to xxxi. Proceeding, the circular discusses the

“DISTRIBUTION OF TIME.”

“The end defined would be with difficulty attained were only that time devoted to agriculture which is especially reserved for it by the rules; in other words, were other subjects not studied correlatively in preparing children for their future life.

"In the country especially, teachers should adapt general education to the daily needs of the local population, giving the reading matter, language, and arithmetic a touch of agricultural knowledge. Pastoral poetry, occupations of rural life, problems in the form of simple accounts and referring to the cost of commodities bought and sold in the neighborhood, and to the mixtures and proportions of food of cattle, etc., are often valuable aids in the lessons on agriculture, as is shown in the division of time per week.

"The organized official method specifies the general conditions for division of exercises in elementary schools. According to the plan of study proposed, 'two to three hours a week must be devoted to the physical and natural sciences (with their applications), studied first under the form of object lessons and continued in a regular methodic course later on.'

"The prescribed regulations do not distinguish between the sciences on the one hand and agriculture on the other; for instance, it is not necessary, during the whole year to reserve one of the two hours for the sciences and the rest of the time for agriculture. The distribution of subjects on the dual programme published in connection with the official method should be arranged with respect to the facilities for demonstration offered by the seasons and the weather. All that relates to vegetable life and development (processes in the course of demonstration in garden and field, out of door lessons in agriculture) should be reserved for the spring and summer; that is to say, should be included in the programme of study for the second semester (our fourth and first Quarters); the rest belongs to the winter."

"COMMENT ON THE OFFICIAL PROGRAMME."

"We must not fail in a just appreciation of the character of elementary instruction; strictly speaking, this cannot be professional. All that can be required of teachers in rural schools is to cultivate the taste for agricultural matters in their pupils, and teach them to understand them as far as their age permits. The general programme in defining a coordinate branch of instruction (physics and agriculture), may without crowding of subjects, include physical and natural sciences, agriculture, hygiene, and domestic economy for girls, studies that should correlate and mutually supplement one another."

GERMANY.

Comparing elementary agricultural teaching in Prussia with that in France, an interesting correspondence as well as contrast is observed, as stated in the U. S. A. Education Report for 1895-6, page 1199.

"New ideas, new needs, new currents of thought or actions appeal in France, as well as in America, directly to the common schools; while in Germany the minister of education holds his protecting hand over these schools, and points out to the reformers that new things and new methods may first prove their power to live by being applied in private, continuation and supplementary, technical, professional, industrial, and agricultural schools. These are all schools which take the pupils after they go through the elementary schools. Hence we find no specific agricultural instruction in elementary schools in Germany, though we find physics, natural history and not infrequently gardening taught in the upper grades of the elementary or people's schools."

This is about as far as the Nova Scotia system has been endeavoring

to go, although it will be a long time before our teachers can do this elementary science or "nature work" of the German schools which is looked upon as the necessary foundation of all literary and art education of value, as well as of any useful industrial education.

But the Germans are at last beginning to follow the French in this respect as in the other main industrial developments of modern times. The Prussian education department has since the above report asked for a more liberal appropriation for agricultural schools, and has submitted a course of study for schools of an elementary grade, which course has already been reported to be in successful operation in the more progressive districts. It contains only the technical studies, besides which the ordinary common school branches are taught with application to the conditions of rural life.

DENMARK.

"The agricultural authorities in Denmark, when questioned on the subject of education, have almost always replied that apart from the advanced, specialized study of agriculture in the university stage—a stage of scientific research—they rely more upon the 'highly developed common sense' of the Danish farming class, as brought out by their (peculiar?) high school education and system of organization, for the spread of improved methods of farming, than they do upon any special technical training in the schools."—Thomas P. Gill, U. S. A. Education Report, 1895-6, page 1268.

A COLLEGE OF THE PROVINCIAL INDUSTRIES.

The public school work, however, will never do away with the necessity of an institution or institutions established at some convenient centre for the thorough study of the sciences underlying one or other of our various industries.

On the other hand it will cause such institutions to be appreciated, demanded and utilized when obtained. The public school can do little more than give the inspiration and form the habits of accurate observation and correct reasoning from them, without which we may have technical institutions, but no rush of appreciative students from the ranks of the people to fill them. And without the higher institutions we can not expect to raise up thoroughly qualified leaders in the various industries.

But to found such institutions complete at a stroke may require very much more money than a small province can afford. In the meantime young men who have obtained all that can be given them at home can go abroad, as a few are now doing.

It is possible, however, to begin doing some advanced work without increasing present expenditure—say, by the union of such elementary technical institutions as we now possess. For instance, the union of the Agricultural and Horticultural schools would practically double the

effectiveness of the two institutions as at present running, without increasing the expense. The advantage of the division of labor between the two lecturers and the saving of the duplication of the work common to the two schools which could as well be done in one class, would fully double their total efficiency.

Then were, for example, a professor of mining added, the chemist or the geologist could do all the chemistry or geology for the agriculturist, the horticulturist and the mining student. If the staff grew from period to period, eventually an institution with a wide range of technical instruction might develop slowly in an economical manner without any sudden enormous strain on the financial resources of the Province, and at last we might find ourselves in the enjoyment of a College of the Industrial Sciences, or of Provincial Industries.

This digression is simply for the purpose of emphasizing the belief that while the cultivation of the scientific habit and the industrial bias in our public schools is essential for general improvement, and even for the success of any system of higher technical education, as the history of the world referred to is to-day verifying, yet it will not enable us to do without the higher institutions indefinitely. It will rather enable our people to understand their value, to call for their development, and to make full use of them when they come.

NATURE STUDY IN THE SCHOOLS.

The following are some of the observations made incidentally by Inspectors with reference to "nature" work in the schools. I might refer to some schools in which gardening or agricultural experiments have been arranged to be undertaken next spring, and to the introduction of needle work in the elementary departments of graded schools; but shall leave them this year to develop quietly:

DISTRICT NO. 2.

"The Nature Observation Sheets are doing much to encourage the study of Nature in the schools. In many cases the pupils really take the lead. The work done by some of the teachers and pupils and the knowledge gained thereby concerning the flora and birds of the sections are really surprising. The number of schools sending in observations this year is nearly three times that of last. I think you will be interested in examining some of the best sheets."

No. 3.

"Singing embraces patriotic songs, and the music one hears is fervent enough to stir the blood of 'a Britisher.' The taunt—that Nova Scotians are lacking in patriotic pride—is a baseless slander. A scientist might have no high opinion of the character of the oral lessons, but I am prepared to say they are bearing fruit. A recent graduate of a public school remarked that he was astonished to see the intelligence of children with regard to the natural objects around them. When he was a pupil, school books were the only things which received attention, but now beast and bird, plant and rock, all the phases of nature were objects of intelligent interest in their walks to and

from school. At Ohio (Yarborough Co.), I saw quite a large collection of minerals in the primary room, and in reply to my enquiry was told that the pupils gathered them in the section, and that the teacher, with some help had classified and labelled them."

No. 8.

"The subjects of "Moral and Patriotic Duties," and "Nature Lessons," do not occupy a high or leading position in the teaching in many of the schools, though in regard to the latter, a most important and valuable impulse is being now given through the Phenological Observation papers, sent from the Education office with the Journals. I anticipate in the immediate future much progress from this source in the study of Nature on the part of teachers and pupils."

No. 9.

"School-room work has gone on about as usual. There is continued improvement in Writing and Drawing. The teaching in Arithmetic has been better during the past than in the preceding year. Nature Lessons, thanks to the "Local Observation" blanks published by you, are being much better given. Language is poorly taught in very many schools; so also are Geography and History. The prescribed Health Readers are doing good in the homes, as well as in the schools. I have to note considerable progress in Calisthenics. The number of teachers who are caring intelligently for the physical condition of their pupils and themselves is rapidly increasing. Increased attention I am glad to say, is also being given by many teachers to the manners and habits of their pupils. Such teachers need all the support and encouragement that can be given to them, for, too often, they have to encounter the hostility of trustees and parents, who regard attention to these "small things" as silly affectation or worse."

No. 10.

ARBOR DAY.

"Thirty-six reports were received from teachers who observed Arbor Day. These set out 361 trees and 141 pieces of shrubbery. In many places the day was observed, but no report was given.

"Misses Annie McKenzie, East Wallace; Kate McEachren, French River; and G. A. Fraser, Principal of River Hebert, gave special proofs of their zeal. Every teacher can secure the same results did he for this purpose, early in the spring, canvass the section, of which he should be a most influential citizen.

"Forests are being cut down at a reckless rate. Yearly in this province hundreds of acres of woodland are devastated by forest fires, so that now good timber areas are the most valuable lands in the province.

"Hundreds of homesteads are not even graced by a single tree, and how desolate they appear! Let us teach our pupils the functions of forests in the economy of nature.

"The future condition of our forests depends largely upon our young people who are in our schools to-day. They are the class whose ideas event-

ually will influence our governments in this matter ; and so, on an occasion like Arbor Day, some few words on forests and forestry may be timely and not amiss."

LIBRARIES AND COLLECTIONS.

Libraries have increased from 107 to 188, and scientific collections for school purposes from 202 to 214.

It is becoming quite clear that libraries cannot be subsidized from the Provincial Treasury, for, with a permissive clause in the law for years, nothing has been done. It is considered best that the library should be the property of the section, by whom it is therefore likely to be well cared for. Part Provincial ownership would imply Provincial guardianship and periodical stock-taking which would materially increase the cost of inspection, were this duty to be undertaken by the inspectors. It is perhaps desirable, that in the forthcoming revision of the law, it should be specified that school libraries are one of the regular school expenses for which money can be voted by the section.

TABLE II.

The most remarkable point shown in this table is an increase of male teachers in every class, from D provisional to A ; while the female teachers of classes D and C decreased by 38 and 43 respectively.

It also appears that there was no increase in the number of new teachers over that of the previous year, while the older teachers have been remaining longer in the profession.

There is nothing further striking until we come to Table V., which shows the more than usually satisfactory increase in attendance.

TABLE VI.

Shows among other things, that there have been nearly 7000 pupils between 5 and 15 years of age who did not attend school at all during the year. This 7000 were in the sections having school. To these should be added those in sections having no school. Although the attendance during the year has been larger than before, the average attendance is so far below the enrolment as to still show a great loss from irregular attendance.

In the City of Halifax, the average of the quarterly percentage of those in daily attendance was 76, in Yarmouth county 70.9, in Antigonish only 57.8. The average for the province was only 66.2. A portion of this loss of educational energy is, no doubt, unavoidable from physical causes.

Our present compulsory attendance law does not seem to have done

all that was expected for the province as a whole. The Inspector of District No. 2 says :

The "Compulsory Attendance Act" may be a complete failure in other parts of the province, but it has had some influence for the better in this district at least.

From District No. 4 we have a fuller report :

"Since the enactment of the Optional Compulsory Attendance Law, it has been adopted in 109 sections in this Inspectoral District. *Seven* sections adopted it for the first time at the annual meetings in June last. *Seventy-nine* sections have never adopted it. It is unsatisfactory to be obliged to report no material increase in the enrolment of pupils or in the average daily attendance, as the result of its adoption. This may be due, partly at least, to the unwillingness of trustees to enforce the penalty for non-attendance without favor or partiality, and partly to the fact that the violators of the law are chiefly among the class from whom it would be difficult to collect fines if imposed. With one or two exceptions, no attempts to impose the penalty for non-attendance have come to my notice. Under existing circumstances, the present compulsory law is not a success. It might be difficult to frame any law which would remedy the evils of truancy, unless provision be made for the employment of a special officer to enforce the same. This, however, would be virtually impossible in country sections as they now exist.

"From what has been said regarding the proper enforcement of the present compulsory attendance law, it might be well to consider whether this and other defects of our school system might not be remedied—partially at least—by the abolition of existing school sections and by the formation of sections having a much larger extent of territory under the control of one Board of Trustees. Possibly the limits of existing Townships might not be too large for each section. By that means large graded schools could be established at convenient centres,—the Concord System of conveying pupils to school beyond certain limits could be introduced,—teachers would be able to do more efficient work than can now be accomplished in miscellaneous schools,—fewer teachers would be required,—taxation would be equalized,—and in the thinly populated portions of the province one good teacher would be able to accomplish the work now required to be done by two or three. These benefits and probably others not mentioned, could be attained without any material increase in taxation, and sections would then be in a position to employ an officer to enforce any system of compulsory attendance which might be adopted. It might also tend to abolish the vicious habit, which prevails in some places, of engaging the cheapest teacher that offers, regardless of class or license, experience or competency."

From District No. 8 :

"The compulsory clauses of the Education Act have been submitted and carried in nearly all the sections, but without any active results as yet, as trustees are unwilling to put the power thus acquired into operation.

"In many sections the trustee management of school matters is a complete failure. They neglect to inform themselves of the provisions of the Education Act, and of the duties set forth in the law and regulations. They do not realize the moral obligations involved in the acceptance of the trusteeship, and consequently do not discharge them.

"No fewer than seventeen Boards of Trustees in this inspectorate

neglected to call the ratepayers of the sections to meet on the day appointed for the annual school meeting, thus necessitating the calling of special meetings at later and more unsuitable dates.

“At many of the meetings the regulations and provisions of the statutes are not adhered to, a frequent departure being to include in the vote for the support of the school the estimated amount they hope to receive from the county fund, and thus return to the Inspector in their minutes the whole amount as if voted by the section.”

This latter state of affairs is a striking argument in favor of the larger “union” sections advocated by Inspector Morse, and also by Principal Calkin. For in a large area a few men could more easily be found who could understand the law and administer it.

The problem of Compulsory Attendance is one which is agitating the educationists of many countries as well as our own province. It is easy to put a law on the statute book, but it is not so easy to frame a law which the local authorities are willing to enforce. In the last report of Her Majesty's Committee of the Privy Council on Education, in England, considerable space is devoted to the discussion of the difficulties met with in obtaining the percentage of attendance desired. They have been more successful than we have been, however, if we except the City of Halifax, where there has been occasionally a very fair administration of the law with good effect. From the report referred to, page iv, a few quotations may be made, to show the English view on certain points.

“On the registers of our public elementary schools, on the annual grant list on August 31, 1897, there were 3,525 children under three years of age; 186,331 children over three but under four years of age; 401,507 who were over four but under five; and 564,930 who were over five but under six. It is estimated that, in the middle of 1897, the number of children, of the class usually attending public elementary schools, who were over eleven and under twelve years of age, was 597,162. Of these, however, 19,261 were not accounted for on the registers of the public elementary schools. The corresponding number of children, who were over twelve but under thirteen years of age, was estimated at 589,138. But of these, as many as 94,450 were not on the registers of public elementary schools. The leakage is still more serious in the case of children who are over thirteen but under fourteen years of age. In the middle of 1897, their number, as estimated for the purpose named above, was 580,131. Of these, however, as many as 373,782 were not found on the registers of the inspected schools.

“Yet it is obvious that, from the point of view of attainment in those subjects usually taught in schools, the two years in a child's life between twelve and fourteen are of great importance. Those who had themselves the advantage of a prolonged education will be the first to realize how much they would themselves have failed to learn had they been wholly withdrawn from school at the age of twelve or thirteen. They would have been deprived of the natural opportunity of obtaining a considerable part of the knowledge which, under modern conditions, may be regarded as an almost indispensable equipment for the work of life. We cannot, therefore, but regard this withdrawal of children at so tender an age from the moral influences and intellectual discipline of ordered school-life, as calling for closer inquiry into the causes

which explain, however little they may palliate, it. The nation is certainly deprived thereby of much of the advantage which it has a right to expect from the devoted labors of the teachers, and from its immense and growing expenditure on the public elementary schools. The attempt to impart a sound elementary education to children who leave school at too early an age must result in failure: and the education of the people cannot be made satisfactory until this defect has been cured."

Table VI shows the numbers of our Nova Scotian pupils who attend for only certain portions of the school year, while table IX shows how rapidly the numbers attending school fall off as they approach grade VIII. Further on in the same report are other paragraphs which apply to this Province as well as England, such for instance as the following:

"The present difficulties are, broadly speaking, different in town and country. And the defects to which we have called attention, are partly due to the unwillingness to enforce the law, partly to the low standard of total exemption from school which is prescribed by the by-laws of some localities. So grave, however, are the dangers which spring from this insensibility towards the claims of education, and so materially does the attitude of some districts hinder the fulfilment of the general desire for increased educational efficiency, that we feel it necessary to direct further notice to the question, in the belief that discussion and inquiry will help to dissipate some of the lethargy which prevails."

"Much of the opposition to the fuller application of the law as to school attendance seems to spring from nothing more creditable than a desire for immediate gain, even at the cost of lasting injury to the moral and intellectual welfare of the children. The latter are thus sacrificed to parental selfishness, and that not only in agricultural districts, where prejudice against certain forms of education might be expected to survive, but in many industrial regions where on every ground a higher expectation of scholastic efficiency ought to prevail. Few would seriously maintain that the discipline of a good elementary education continued up to thirteen or fourteen years of age tends to disqualify a boy or girl from becoming in due course a skilful worker in the factory, or handy in the duties of the home. If any such disqualification were to result from prolonged attendance at the elementary school, it would be clearly due to some serious fault in the course of training there given. In view of the conditions of town life, it is doubly desirable that children should not be allowed at a very tender age to pass out of the supervision of experienced teachers into the temptations which will beset them as soon as they enter upon a more independent kind of life. But we can only hope that the short-sighted selfishness of those parents who thus impair alike the moral character and the intellectual aptitudes of their children by prematurely withdrawing them from the protection and moral guidance supported by a happy school life, will gradually be overcome by the pressure of a more enlightened public opinion, and by the persistent enforcement of the existing law."

"We cannot but think, however, that the anomalies in the present law as to school attendance forms an obstacle to natural growth of healthy public opinion on this subject. * * * * *

"Some country gentlemen have been at all times among the most generous and enlightened supporters of our elementary schools. To them and to the clergy is chiefly due the great part of the existing provision of elementary

schools in country districts. Without their support and liberal aid little could have been done to provide school for the agricultural poor. Nevertheless, it should not be forgotten that the rural educational authorities, who are the sole authorities for enforcing school attendance and for preventing the employment of children before they have fulfilled certain educational requirements, are sometimes themselves among those who are anxious to obtain cheap child labor at certain times of the year, they are, therefore, apt to refuse to fix a reasonably high standard in their by-laws for exemption, sometimes not only refrain from enforcing the by-laws, but show an undue leniency in prosecuting cases of contravention of the law."

The weak point in the English as well as the Nova Scotian law is the necessity of its enforcement by local officers who shrink from gratuitously giving offence by disciplining even a parent who may be cruelly negligent of the educational interests of his children. Were truant officers appointed for groups of sections by the Education Department, this false tenderness would be eliminated, but it would cost a considerable amount for the whole province. Such cost would be equitably met by the County fund, were the "30 cents per head" rate raised by a few cents. A two cent increase would give a fund of \$8,000; a three cent increase, \$12,000; a five cent increase, \$20,000.

A revision of our compulsory attendance laws may soon be required, and these extracts are designed to hasten that time and give those considering such legislation an idea of what is being done elsewhere, and where they may obtain fuller information.

COMPULSORY ATTENDANCE LAWS IN OTHER COUNTRIES.

This summary, based on the 1896-7 Report of the Commissioner of Education of the United States of America, pages 1525-6, may be of interest to those endeavoring to solve this problem for Nova Scotia.

No COMPULSORY LAW.

Quebec, Cape Colony, Belgium and Holland.

ATTENDANCE COMPULSORY FOR PORTION OF YEAR.

COUNTRY.	AGE.	ATTENDANCE REQUIRED.	PENALTY.
Hungary	a 6-12	8 mos., country ; 10 mos., town.....	Fine 35 cts. to \$1.50 each offence.
Norway	b	12 weeks	Fines.
Sweden	7-14	34½ weeks	"
Berne	6-15	Five-sixths of possible time	Fines and imprisonment.
Geneva	6-15	4 days a week, of 6 hours.	" "
Neuchatel	7-16	After 13 years 10 hours a week.....	From 38 cts. fine to 30 days imprisonment.
Tessin (Swz.).....	6-14	28 hours a week for 6 to 9 mos....	2 to 3 cts. each and 4 hours' imprisonment.

COUNTRY.	AGE.	ATTENDANCE REQUIRED.	PENALTY.
New Zealand.....	7—13	Half time	\$10 fine (maximum).
Ontario.....	7—13	100 days	\$1 per month per child.
P. E. Island	8—13	13 weeks.....	Fine.
Queensland	6—12	60 days each half year....	Fine \$5 to \$25, or imprisonment.
S. Australia	7—13	35 days per quarter	Fine \$1.25 to \$5.
Tasmania.....	7—13	3 days a week.....	.....
Maine.....	8—15	16 weeks	Fine \$25 (maximum).
New Hampshire	6—16	12 "	Each offence \$10 (maximum)
Vermont.....	8—15	20 "	Fine \$10 to \$50.
Massachusetts	8—14 or 15	30 "	Each offence, forfeit not exceeding \$20.
Rhode Island.....	7—15	12 weeks ; 6 consecutive....	Each offence, fine \$20 (max.)
Connecticut	c 8—14 or 15	8 to 13 years of age, 24 weeks ; 13 to 14, 12 weeks	For each week's neglect, fine \$5 (maximum).
New York	8—14	8 to 12 years of age, and unemployed youths 14 to 16, full term ; for children 12 to 14, at least 80 days consecutive	First offence, fine \$5 (maximum) ; each subsequent offence, \$50 (maximum), or imprisonment 30 days.
New Jersey.....	d 7—12	20 weeks ; 8 consecutive.	Each offence, \$10 to \$25, or imprisonment 1 to 3 mos.
Pennsylvania.....	c 8—13	70 p. c. of the entire term.	First offence, \$2 (maximum), each subsequent offence, \$5 (maximum).
District of Columbia..	e 6—15	12 weeks ; 6 consecutive.	Fine, \$20 (maximum).
West Virginia.....	8—14	16 weeks.....	Fine, not exceeding \$5.
Kentucky.....	7—14	8 consecutive weeks	Fine \$5 to \$20, first offence ; \$10 to \$50 each subsequent offence.
Ohio	c 8—14	20 weeks, city district ; 16 weeks, village and township districts.....	Fine, \$5 to \$20.
Indiana	8—14	12 consecutive weeks..	\$10 to \$50 ; also, if court so orders, imprisonment 2 to 90 days.
Illinois.....	7—14	16 weeks ; 8 consecutive.	Fine, \$3 to \$20.
Michigan	f 8—14	16 " 6 "	First offence, \$5 to \$10 ; each subsequent offence, \$10 (minimum).
Wisconsin	7—13	12 weeks.....	Fine, \$3 to \$20.
Minnesota	8—16	12 weeks ; 6 consecutive.	First offence, \$10 to \$25 ; each subsequent offence, \$25 to \$50.
North Dakota.....	8—14	" "	First offence. \$5 to \$20 ; each subsequent offence, \$10 to \$50.
South Dakota	8—14	" "	Fine, \$10 to \$20.
Nebraska	8—14	12 weeks.....	Each offence. \$10 to \$50.
Kansas	8—14	12 weeks ; 6 consecutive.	First offence, fine \$5 to \$10 ; each subsequent offence, \$10 to \$20.
Montana....	8—14	" "	Each offence, \$5 to \$20, or 30 days' imprisonment.
Wyoming	g 6—21	12 weeks.....	Each offence, \$25 (maximum)
Colorado.....	8—14	12 weeks ; 8 consecutive.	Each offence, \$5 to \$25.
New Mexico	8—16	12 weeks.....	Fine, \$1 to \$25, or imprisonment for not more than 10 days.

COUNTRY.	AGE.	ATTENDANCE REQUIRED.	PENALTY.
Utah	8—14	16 weeks ; 10 consecutive.	First offence, \$10 maximum); each subsequent offence, \$30.
Nevada	8-14	16 " 8 "	First offence, \$50 to \$100 ; each subsequent offence, \$100 to \$200.
Idaho	8—14	" "	First, \$5 to \$20 ; subsequent offences, \$10 to \$50.
Washington	8—15	12 weeks.	Fine, \$10 to \$25.
Oregon	8-14	12 weeks ; 8 consecutive.	First offence, \$5 to \$25 ; subsequent offence, \$25 to \$50.
California	8—14	Two-thirds of school term ; 12 weeks consecutive. . .	First offence, \$20 ; each subsequent offence, \$20 to \$50.
Nova Scotia	h 7--14	120 days.	1.7 cents for each day when schools adopt and enforce law.

COMPULSORY ATTENDANCE EVERY DAY (PRACTICALLY).

Austria	6—14	Until pupil has attained prescribed grade	Fine, \$3.50 (max.), or imprisonment up to 2 days.	—
Bavaria	i 6—14	Same as Austria	Fine, \$11 (max.), or 8 days.	—
France	6—13	For 4 absences of half a day in a month parent is summoned before School Committee.	1st and 2nd offences, warning ; subsequent, fine \$3 (max.), or 5 days.	— 1- 23
England	5—13	Full year, unless by special arrangement. . . .	Determined by local laws.	— 1
Scotland	5—13	Same as England	Fine, \$5, or 14 days.	— 1
Italy	6— 9	No fixed rule.	10 cents to \$2.00.	— 1
Prussia	6—14	8 years, or until elementary education finished.	70 cents (max.), or 3 days, for each absence.	— 1
Saxony	j 7—15	Same as Austria	\$1.50 to \$7.00, or from 1 day to 6 weeks.	— 1
Zurich	6--16	Every day ; penalties for 10 absences	Warnings ; then fines, 50c. to \$3.	— 1
Wurtemberg	6—14	Every school day	Fine or imprisonment.	— 1

- a. Age 12 to 15 in "Continuation" Schools.
- b. From 8 years until confirmation ; in towns, 7 years until confirmation.
- c. To 16 years if unemployed in labor.
- d. From 12 to 16 years if discharged from employment to receive instruction.
- e. Law not enforced.
- f. In cities, 7 to 16 years.
- g. Penalty imposed only for children from 7 to 16.
- h. Law to be adopted by vote of school section, after which it remains in force without the option of repeal. In towns, the age is from 6 to 16 years ; but pupils over 12, who have "passed" grade VII, or necessitous pupils over 13, who have attended 60 days within 14 consecutive weeks, are exempt.
- i. Bavaria, 13 to 16 years in secular Sunday Schools.
- j. Saxony, special dispensation after 7 years' attendance, and 1 year more for ignorance.

TABLE VII

shows an advance all along the line, except in the item of wall

As it may be of value to those interested in studying the principles of valuation and assessment to compare the table and portion of the report of 1897, pages xix and xx, with a table compiled from this year's statistics, I have prepared the following columns showing the rate of taxation in each county with that of the others with its own rate of the preceding year. The rate for the province, and of the City of Halifax, appears to have risen from 60 to 63 while that of the city falls from 45 to 44 cents :

COUNTY.	Sections having School.	Valuation of property in Sections.	Valuation of Average Section.	Average Assessment in each Section.	Rate per \$100, 1898.	Rate per \$100, 1897.
Dorchester	74	\$ 745,453	\$10,074	\$ 184	\$1.82	1.33
Halifax	66	512,185	7,760	108	1.39	1.03
Yarmouth	65	629,327	9,682	115	1.18	1.02
Antigonish	124	4,751,616	38,319	405	1.05	.67
Shelburne	151	1,245,265	8,247	82	.99	.95
Brudenell	116	3,410,071	29,397	264	.89	.97
St. John's	62	1,452,653	23,429	196	.83	.82
St. John's County	125	3,671,636	29,373	219	.74	.77
.....	78	2,181,500	27,968	174	.62	.71
.....	93	4,042,733	43,470	248	.57	.47
St. John's	138	4,151,576	30,084	152	.55	.51
South	72	6,326,877	87,873	483	.55	.40
West	122	5,041,406	41,325	223	.54	.53
Is	45	1,048,742	23,305	117	.50	.73
Merland	149	7,217,646	48,440	237	.49	.60
British	72	1,813,314	25,184	113	.44	.44
St. John's City	1	24,260,962	.....	106,550	.44	.45
St. John's	99	4,161,894	42,030	180	.42	.42
.....	98	5,061,485	51,648	191	.36	.36
Scotia	1750	\$81,726,341	\$46,700	\$ 270	\$.57	\$.55
Scotia with- Halifax City... }	1749	\$57,459,379	\$32,852	\$ 209	\$.63	\$.60

THE HIGH SCHOOLS.

The Tables showing the details of the educational work done in the academies and other high schools indicate generally the same conditions as last year.

The Provincial examinations, the results of which appear in Table LXIII, pages 40 to 42, show that the work in these institutions has been more satisfactory than ever before. See the summary statement made on page ii preceding.

There are some subjects, however, which cannot be well tested by written examination, such as laboratory work, reading and speaking, singing, good manners, calisthenics, military drill, and the formation of good character generally. A great deal of influence is exerted on the pupil by the general tone of the institution. But written examinations do not measure these elements, and it is feared that for this reason there is a tendency in some schools to neglect them for such kind of drill as helps to score points at examination. Perhaps the conditions of the award of the academy grants should be changed so as to serve better as a premium on the best "all round" work of these institutions. The local public examinations are expected to test these elements specially.

NEW BUILDINGS.

Good building are still going up; and everyone now put up is superior to the best buildings of twenty years ago, especially in point of warming and ventilation. Within the year, the Windsor County Academy and Common School building has been completed, as well as the Queen's County Academy and Common School building at Liverpool, and the Public buildings for High and Common Schools at Stellarton in Pictou County and Oxford in Cumberland County, all of which are photogravured in this report. The Yarmouth new County Academy building will be completed early in 1899.

TEACHERS' EXAMINATIONS.

The Teachers' Minimum Professional Qualification Examination was attended more largely than ever before, with a greater percentage of successful candidates. A summary of the results at each examination station is given below:

	Total.	First.	Second.	Third.	Failed.
Amherst.....	8	..	3	5	..
Annapolis.....	8	..	..	5	3
.....	33	..	12	12	9
			..	4	10

	Total.	First.	Second.	Third.	Failed.
Bridgewater	11	..	7	3	1
Canso	3	..	1	2	..
Cheticamp	5	..	..	4	1
Church Point	10	..	1	7	2
Digby	17	..	10	7	..
Guysboro	6	..	3	2	1
Halifax	77	7	53	15	2
Kentville	24	1	12	11	..
Liverpool	22	1	11	10	..
Lockeport	10	..	4	6	..
Lunenburg	27	1	7	18	1
Maitland	9	..	3	6	..
Margaree Forks	10	1	..	3	6
Middleton	16	..	4	12	..
New Glasgow	27	..	4	16	7
North Sydney	13	..	1	7	5
Oxford	18	..	4	11	3
Parrsboro	10	1	2	6	1
Pictou	33	4	16	13	..
Port Hawkesbury	8	..	4	3	1
Port Hood	24	..	4	16	4
River John	7	1	2	4	..
Sheet Harbor	3	..	..	2	1
Shelburne	11	..	6	4	1
Sherbrooke	4	..	1	3	..
Springhill	4	..	1	3	..
Stellarton	2	..	..	2	..
St. Peter's	18	..	3	7	8
Sydney	31	..	3	24	4
Tatamagouche	17	..	2	10	5
Truro	39	2	21	16	..
Windsor	17	..	10	6	1
Wolfville	1	1	..	..	..
Yarmouth	11	..	3	8	..
	<hr/> 656	<hr/> 21	<hr/> 233	<hr/> 320	<hr/> 82

SALARIES.

The average salaries of teachers as shown in Tables XIV and XV have ceased their upward movement in part, it would appear. Yet at the same time the salaries of the best teachers have risen in many quarters. The lowering is mainly due to the competition of the young and untrained teachers in sections, where the trustees do not value competency so much as cheapness. This state of affairs plainly indicates the arrival of a time when it is convenient in the interests of the trustees as well as of professional teachers, that the standard should again be slightly elevated.

Perhaps the class A teacher in a superior common school, where everything is in first class condition with respect to building, apparatus, and equipment as well as the manner of instruction, should receive a little more recognition than if he were simply a class B teacher. Why should we not aim at making the back bone of our pedagogical staff in the future, the "A" teacher? If any one is going to remain a lifetime in the profession, it is most desirable that he should have as much culture as possible. A well educated, permanent teacher in a section is likely to become one of the most potent factors for good in the community.

THE COLLEGES.

On page 37 the statistics of our colleges are given. St. Francis Xavier and Ste. Anne are affiliated with the public high school system, and the students in attendance were included in the statistics of the county academies. The number of students in the unaffiliated Colleges are as follows: Kings, 30; Presbyterian College, 44; Acadia, 142; Dalhousie, 362. Total, 578; being an increase of 28 during the year.

THE DOMINION EDUCATIONAL ASSOCIATION

Which held its first convention in Montreal in 1892, its second in Toronto in 1895, held its third meeting in Halifax during the first week in August, with an enrolment of about 730 regular members. From the point of view of membership and financial support from the various Provinces of the Dominion, it was by far the most successful convention of the Association yet held. In all other respects it was probably equal to the best. As it was aided by the Nova Scotian Education Department, the minutes are published as a matter of record in the appendix, page 193. The papers and proceedings are being published in a large volume by the Association.

THE APPENDICES.

In the statistical tables and particularly in the appendix will be found references more or less full to all our educational institutions. Some of the reports appended are very full and some are of great value, as will be perceived on their perusal. In the interests of brevity, it will not be necessary, therefore, to refer here to each one of them. The mining schools are the only public institutions which are not represented in them, and they are practically the same as summed in my reports of 1896 and 1897.

All of which is respectfully submitted,

I have the honor to be,

Your obedient servant,

A. H. MACKAY,
Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES. &c.



SCHOOL SECTIONS, ETC.

Nova Scotia, Year ended July, 1898.																	
COUNTIES.	Total No. of School Sections.	No. of Sections without School any part of the year.	Total No. of Schools in session during any part of year.	No. of Schools in session 30 days or under.	(Over 30 and up to 100 days.	(Over 100 and up to 150 days.	(Over 150 and up to 200 days.	(Over 200 and under full year.	Full year of 214 days.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No. of Teachers holding Normal School Diplomas.	No. of Pupils registered at School during year.	Proportion of Population (census of 1891) at School during year.	No. of School Libraries.	No. of School Scientific Collections.
Annapolis.....	108	9	121	..	4	6	10	35	66	200.	127	2	38	4706	1 in 4.1	1	5
Antigonish	81	9	88	1	..	2	14	41	30	200.	88	..	13	3059	" 5.2	..	..
Cape Breton	132	16	174	..	3	6	20	59	86	204.6	174	1	41	7880	" 4.3	13	11
Colchester	124	2	156	1	5	12	22	56	60	193.2	175	..	101	6228	" 4.3	18	15
Cumberland	157	8	201	1	3	8	14	124	51	200.6	217	..	104	8834	" 3.9	56	53
Digby	80	2	106	..	3	4	6	49	44	205.	142	5	28	4870	" 4.1	1	10
Guysboro	93	19	88	..	..	10	21	34	23	189.	93	..	16	3656	" 4.7	..	..
Halifax County.....	132	7	153	2	5	13	22	85	26	188.3	163	2	57	7240	" 4.5	25	12
Halifax City	1	..	142	2	1	..	10	..	129	198	142	..	48	7930	" 4.8	18	50
Hants	96	3	122	1	2	7	17	48	47	206.4	137	..	63	4766	" 4.5	15	10
Inverness	166	15	163	..	7	10	32	40	74	198.5	163	7	24	5798	" 4.4	2	2
Kings	101	3	122	1	2	6	15	46	52	199.9	131	4	40	5244	" 4.3	22	20
Lunenburg	147	9	171	..	2	11	26	73	59	200.6	184	..	63	7465	" 4.1	2	8
Pictou	129	5	175	..	..	3	17	49	106	205.9	190	..	53	7108	" 4.8	2	2
Queens	45	..	60	..	..	7	7	31	15	199.6	62	..	15	2228	" 4.8	3	4
Richmond	72	7	75	..	3	2	7	18	45	203.7	75	1	10	3112	" 4.6	..	..
Shelburne	64	2	83	..	5	2	2	29	45	208.6	88	..	18	3441	" 4.3	..	..
Victoria	72	6	70	1	1	7	12	25	24	196.5	71	..	19	2387	" 5.2	1	1
Yarmouth	74	2	115	..	2	7	12	72	22	200.7	118	..	47	5251	" 4.2	9	11
Total 1898.....	1874	124	2385	10	48	123	286	914	1004	199.9	2510	22	798	101203	1 " 4.4	188	214
" 1897.....	1896	153	2346	15	54	122	293	1033	829	202.	2485	17	752	100847	1 " 4.4	107	202
Increase .....	..	..	39	..	..	1	..	..	175	..	25	5	46	356	..	81	12
Decrease	22	29	..	5	6	..	7	119	..	2.1	..	..	..	..	..	..	..

TEACHERS EMPLOYED.

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS).

Nova Scotia, Year ended July, 1898.

COUNTIES.	MALE.						FEMALE.						TOTAL.				
	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class.	Second-Class.	Third-Class.	Third (Prov.)	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class.	Second-Class.	Third-Class.	Third (Prov.)	Males.	Females.	Total.
Annapolis.....		3		16	13	3					13	36	37	6	35	92	127
Antigonish		3		6	16	10	4				5	18	15	11	39	49	88
Cape Breton		5		14	19	19	10				10	49	36	12	67	107	174
Colchester		3		7	8	1					19	68	61	8	19	156	175
Cumberland.....		4	2	5	14	4	2				25	78	75	8	31	186	217
Digby		1	1	9	8	7	6				9	21	34	16	32	80	112
Guysboro		1		6	3	5	1				6	26	26	19	16	77	93
Halifax County.....		1		4	13	5	2				16	73	44	5	25	138	163
Halifax City	6		1	6	1	2			3		40	78	5		16	126	142
Hants	2			6	9	7	2		1		18	50	39	3	26	111	137
Inverness	3			14	25	31	23				2	19	28	18	96	67	163
Kings	3			13	8	3			4		21	44	27	8	27	104	131
Lunenburg	4			2	8	7			1		14	57	89	2	21	163	184
Pictou	9			12	15	12					16	65	48	13	48	142	190
Queens	1			2	3						7	29	20		6	56	62
Richmond				3	14	10	5				1	4	21	17	32	43	75
Shelburne.....	2			6	3	7					7	37	25	1	18	70	88
Victoria	1			6	11	8	8		1		3	5	20	8	34	37	71
Yarmouth	2			13	3	8				2	18	38	28	6	26	92	118
Total 1898.....	54	4	150	194	149	63		10	2	250	795	678	161	614	1896	2510	
" 1897.....	49	4	141	186	145	51		8		225	838	716	122	576	1909	2485	
Increase.....	5		9	8	4	12		2	2	25			39	38		25	
Decrease.....											43	38			13		

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS.)—Continued.
Nova Scotia, Year ended July, 1898.

COUNTIES.	LICENSED ASS'TS.		TOTAL PERIOD OF SERVICE.														No. whose total service as teacher was one year or under.	Teachers continued in the same section year.	Old Teachers, but new to Section.	New Teachers.
	Male.	Female.	New Teachers.	but new to Section.	Teachers continued in the same section year.	No. whose total service as teacher was one year or under.	Over one and up to two years.	Over two and up to three years.	(Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.				
Annapolis	19	61	19	47	19	25	16	10	6	17	7	11	6	9	1	1				
Antigonish	15	37	15	36	14	5	5	3	10	14	14	12	5	8	8	2				
Cape Breton	25	53	25	98	36	20	7	5	17	21	21	12	24	9	2	1				
Colchester	30	97	30	48	33	24	16	17	10	17	14	12	7	4	1					
Cumberland	36	108	36	74	73	22	19	20	17	28	16	9	7	6	6	2				
Dagby	16	54	16	42	16	19	10	0	10	14	10	8	8	8	6	2				
Guysboro	14	52	14	27	15	12	6	6	12	15	11	9	4	4	2	1				
Halifax County	33	76	33	54	57	21	11	12	10	21	12	8	4	6	1	1				
Halifax City	9	1	9	182	9	8	10	4	8	12	20	26	19	22	4	4				
Hants	19	73	19	45	19	13	21	14	11	18	14	15	8	9	1	1				
Inverness	39	56	39	66	32	15	16	21	14	20	13	14	8	9	1	1				
Kings	26	58	26	47	26	17	11	7	11	24	12	11	4	4	8	5				
Lunenburg	26	93	26	65	33	23	20	14	22	26	20	15	6	5	5	4				
Pictou	39	74	39	77	37	21	15	15	16	19	20	7	8	8	4	4				
Queens	10	27	10	25	13	7	8	8	8	8	7	3	1	1	1	1				
Richmond	10	36	10	29	31	12	7	2	2	6	6	5	5	2	2	2				
Shelburne	17	37	17	34	18	6	8	7	2	17	13	7	6	1	1	1				
Shelburne	19	38	19	34	19	6	6	8	10	9	6	2	2	4	2	2				
Victoria	19	38	19	58	18	8	11	13	7	14	14	15	11	6	1	1				
Yarmouth	16	44	16	58	18	8	11	13	7	14	14	15	11	6	1	1				
Total 1898.	6	16	417	1021	563	284	223	185	201	320	248	201	135	118	22	22				
" 1897.	5	12	449	1007	564	284	221	220	194	316	235	198	133	98	15	15				
Increase.	1	4	68	14	1	0	2	65	7	4	13	3	2	20	7	7				
Decrease.			32	43	1	0	0	31	0	0	0	0	0	0	0	0				

COUNTIES.	HALF YEAR.				ANNUAL ATTENDANCE OF PUPILS.					ATTENDANCE.				
	Days taught first half year.	Days taught second half year.	Total days' at- tendance first half year.	Total days' at- tendance second half year.	Under 5 years of age.	Between 5 and 15 years.	Over 15 years.	Total annual enrollment.	Boys.	Girls.	Total days' at- tendance for year.	Days' taught during year.	Daily present on an average during year.	Average of quarterly percentages of attendance.
Annapolis.....	12099.	12116.	275565.5	274068.5	104	4064	538	4706	2415	2291	549634.	24215.	2634.4	68.
Antigonish.....	8550.5	9059.	149637.	153578.	60	2672	327	3059	1606	1453	303215.	17609.5	1417.	57.8
Cape Breton.....	17176.	18347.	451922.	437145.	136	7231	513	7880	4148	3732	889067.	35523.	4356.4	66.
Colchester.....	14628.5	15466.	347811.5	354621.5	112	5482	634	6228	3149	3079	702433.	30094.5	3625.3	68.9
Cumberland.....	19750.	20581.5	492259.	513064.	187	7820	827	8834	4467	4367	1005323.	40331.5	5115.	68.3
Digby.....	10510.	11016.	272497.5	264147.	112	4328	430	4870	2524	2346	536644.5	21526.	2634.2	64.6
Guysboro.....	8086.5	8482.	184751.	194764.	58	3289	309	3656	1918	1738	379515.	16568.5	1884.7	61.2
Halifax Co.....	14074.5	15179.	402083.5	425928.5	176	6743	321	7240	3706	3534	828012.	29253.5	4172.4	68.8
Halifax City.....	14453.	14912.	532217.5	567106.5	154	7197	579	7930	3832	4098	1096796.5	29365.	5528.6	76.
Hants.....	12920.	12229.5	264791.	257307.	97	4253	416	4766	2481	2285	522098.	25149.5	2615.7	66.2
Inverness.....	15217.	16909.	262725.	304762.	173	5066	559	5798	3061	2737	567487.	32126.	2835.	60.1
Kings.....	12207.	12192.	256841.	279676.	108	4380	756	5244	2713	2531	566517.	24399.	2735.3	62.7
Lunenburg.....	16767.	17537.5	426850.	392918.	213	6760	492	7465	3861	3601	826768.	34304.5	4942.6	66.4
Pictou.....	17968.5	18077.5	435175.	432360.	74	6223	811	7108	3719	3389	867535.	36046.	4146.2	69.4
Queens.....	5961.	6015.	131957.	128231.	38	1984	206	2228	1126	1102	260188.	11976.	1253.7	68.3
Richmond.....	7420.	7860.	167932.	161359.	74	2844	194	3112	1711	1401	329291.	15280.	1583.	63.3
Shelburne.....	8616.	8696.	210410.	207605.	118	3011	312	3441	1705	1736	418015.	17312.	1991.1	68.7
Victoria.....	6618.5	7133.5	108457.	122415.	69	2078	240	2387	1207	1180	230872.	13752.	1154.	61.9
Yarmouth.....	11466.	11619.	322964.	321460.	139	4678	434	5251	2627	2624	644424.	23085.	3146.7	70.9
Total 1898.....	234489.	243427.5	5726846.	5799516.	2202	90103	8898	101203	51979	49224	11523835.	477906.5	57771.3	66.2
" 1897.....	233775.5	239783.5	5590736.	5615666.	1995	90199	8653	100817	52023	48824	11205968.5	473560.5	54922.	66.3
Increase.....	713.5	3644.	136110.	183850.	207	96	245	356	44	400	317866.5	4346.	2849.3	.....
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

SECTION STATISTICS.

11

COUNTIES.	SECTION STATISTICS.									
	Value of all School property, fixtures, buildings, &c., belonging to the Section.	Valuation of property in Section according to last Assessment Roll.	Total amount voted at last annual meeting for all school purposes.	Portion voted for building and repairs.	Total amount of Teachers' salaries paid during the year including the Provincial Grant to Teachers.	No. of Volumes in Library (if any), belonging to School.	No. of Wall Maps, Globes and Charts.	Estimated value of all Scientific Apparatus and Collections.	Estimated value of Scientific Library and Equipment.	Reputed value of Scientific Library and Equipment.
Annapolis	\$ 68,850 00	\$ 4,161,894 00	\$ 17,830 25	\$ 2,560 50	\$ 17,655 61	103	406	\$ 304 40	\$ 1,942 00	\$ 1,942 00
Antigonish	22,890 00	1,813,314 00	8,181 00	910 00	12,092 00	3810	225	1,144 00	1,943 75	1,943 75
Cape Breton	78,075 00	3,410,071 00	30,687 95	5,383 50	28,018 50	493	153	418 00	2,362 00	2,362 00
Colchester	87,320 00	5,041,406 00	27,260 00	2,543 00	24,005 00	383	605	1,203 00	3,823 00	3,823 00
Cumberland	130,303 00	7,217,846 00	35,426 00	11,539 00	25,087 00	782	690	1,340 00	3,539 00	3,539 00
Digby	51,225 00	2,181,500 00	13,624 50	1,089 30	15,312 50	149	312	542 00	1,819 25	1,819 25
Guysboro	43,561 00	745,453 00	13,633 00	691 00	11,192 00	...	223	32 00	658 00	658 00
Halifax County	83,947 55	3,671,036 00	27,471 69	3,888 19	22,551 35	406	400	166 95	1,752 30	1,752 30
Halifax City	250,000 00	24,260,932 10	106,530 00	5,000 00	53,827 11	2799	466	820 00	3,961 00	3,961 00
Hants	61,405 00	4,042,733 00	23,103 00	5,815 00	17,930 00	196	475	327 00	2,110 00	2,110 00
Inverness	39,725 00	1,245,265 00	12,421 00	2,139 00	14,282 00	54	237	120 00	817 00	817 00
Kings	77,847 00	5,061,485 00	18,714 00	1,113 00	20,108 00	409	459	517 60	2,984 00	2,984 00
Leavenburg	95,495 00	4,151,576 00	21,033 00	4,443 00	21,492 00	48	480	877 00	2,383 50	2,383 50
Pictou	145,585 00	4,751,616 00	50,240 00	16,830 00	27,376 00	1375	657	2,600 00	6,220 00	6,220 00
Queens	28,119 00	1,048,742 00	5,264 00	540 00	7,367 00	118	176	167 00	879 00	879 00
Richmond	17,034 00	629,327 00	7,511 50	1,526 00	7,636 00	...	158	80 85	540 35	540 35
Shelburne	50,180 00	1,452,653 00	12,104 00	1,607 00	12,028 00	10	435	235 00	1,701 50	1,701 50
Victoria	18,640 00	512,183 00	7,145 00	954 00	7,367 00	19	129	140 00	365 00	365 00
Yarmouth	129,490 00	6,326,877 10	34,790 00	9,392 00	23,320 00	338	502	684 00	3,093 00	3,093 00
Total 1898	\$1,502,711 55	\$81,726,341 00	\$473,104 89	\$77,935 49	\$368,567 36	11492	7317	\$11,814 40	\$42,754 16	\$42,754 16
" 1897	1,484,635 00	80,738,448 00	448,263 21	55,453 85	367,427 37	9514	7709	11,236 40	37,485 12	37,485 12
Increase	\$ 18,076 55	\$ 987,893 00	\$ 24,841 68	\$ 22,481 64	\$ 11,139 99	1978	392	\$ 579 00	\$ 5,259 03	\$ 5,259 03
Decrease										

TABLE X. ANALYSIS OF HIGH SCHOOL STUDIES (GRADE IX OR D.)
Nova Scotia, Year ended July, 1898.

Counties.	English.	Latin.	French.	History.	Geography.	Botany.	Physics.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Trigonometry.	Manual Training.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	433	30	22	420	440	342	300	308	421	451	308	355	3	451	297	154
Antigonish	148	79	8	120	128	153	152	148	145	157	157	157		157	152	5
Cape Breton	280	20	34	280	274	239	240	254	251	286	289	290	4	297	229	68
Colchester	302	93	50	308	305	343	340	361	372	308	378	361		465	320	85
Cumberland	317	97	38	300	316	253	256	301	260	324	281	262	5	324	225	90
Digby	209	50	42	195	200	141	139	182	187	200	190	156		213	113	100
Guysboro	139	7	15	130	130	130	151	126	139	130	133	129		139	122	17
Halifax Co.	131	30		130	132	122	113	133	127	134	133	129		138	106	32
Halifax City	214	104	110	220	213	213	213	220	220	220	213	213	17	220	213	7
Hants	272	8	1	287	281	234	211	280	270	286	267	250		286	181	105
Inverness	97	7	17	82	82	85	85	78	78	84	84	65		180	97	83
Kings	353	52	13	343	300	371	322	484	510	473	411	383		563	290	264
Lunenburg	138	16	4	130	163	144	131	151	139	108	136	145		168	144	24
Pictou	444	97	41	432	440	343	337	400	308	448	424	370		448	325	123
Queens	75		5	68	60	55	46	67	62	84	74	63		86	41	45
Rochford	72	13	7	72	72	58	64	63	69	71	75	70	4	77	37	20
Shelburne	160	9	12	156	162	120	120	153	157	167	147	144		168	109	59
Victoria	21	3		21	21	21	21	21	21	21	21	21		72	18	54
Yarmouth	135	6	23	133	134	117	120	130	124	137	131	130		138	114	24
Total 1898	4200	790	445	4184	4227	3493	3410	3850	4009	4246	3964	3714	33	4330	3162	1308
" 1897	3702	597	360	3572	3680	2931	2913	3336	3424	3734	3473	3132	87	4202	2786	1416
Increase	558	193	85	612	547	562	506	513	585	512	491	582	46	328	376	48
Decrease													54			

TABLE XI. ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE X or C.)
Nova Scotia, Year ended July, 1898.

COUNTIES.	English.	Latin.	Greek.	French.	German.	History.	Geography.	Chemistry.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Manual Training.	No. holding Prov. (Certificates.)	Total No. High School Pupils	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis.....	193	45				187	192	172	180	183	195	179	177	2	41	196	149	47
Antigonish.....	67	65	12	41		67	67	67	67	67	67	67	65		14	67	65	2
Cape Breton.....	73	20		12		71	73	70	71	72	73	73	73		23	73	68	5
Colchester.....	148	77	25	17		148	148	143	146	147	149	145	143		103	149	138	11
Cumberland.....	138	46	4	20		137	138	111	114	138	137	135	132		65	138	123	15
Dugby.....	72	16	4	21		65	73	32	61	63	73	62	63		17	73	51	22
Guyalogo.....	43	43				43	43	43	43	43	43	43	43		17	43	43	
Halifax City.....	17	6	1			17	17	10	17	17	17	17	17		4	17	17	
Halifax Co.....	170	107	14	105	37	170	170	168	168	170	170	169	168		131	170	168	2
Hants.....	114	5	2			114	114	109	114	114	115	112	110		49	121	104	17
Inverness.....	39	11				39	39	39	39	39	39	39	39		16	60	18	42
Kings.....	240	53				240	240	147	162	173	190	168	171		33	203	120	74
Lunenburg.....	77	20		12	16	79	79	77	79	77	80	80	80		41	95	77	18
Pictou.....	242	91	4	37		242	242	219	240	237	242	242	242		58	243	216	27
Queens.....	43	4		1		43	43	38	38	34	43	43	43		21	42	34	8
Richmond.....	35	7		12		35	35	34	34	34	35	35	35	11	19	35	31	1
Shelburne.....	65	7		5		65	65	65	65	65	65	65	66		45	66	59	7
Victoria.....	14	2				14	14	14	14	14	14	14	14		10	18	14	4
Yarmouth.....	76	18		27	12	76	76	75	76	75	76	76	76		45	76	75	1
Total 1898.....	1826	645	66	332	77	1811	1828	1653	1728	1764	1823	1764	1757	13	732	1885	1582	308
" 1897.....	1605	497	65	359	33	1632	1606	1487	1517	1528	1618	1572	1566	19	630	1692	1430	262
Increase.....	221	148	1	27	44	179	220	166	211	236	205	192	191	0	102	193	152	41

TABLE XIV.—AVERAGE SALARY OF MALE TEACHERS.
Nova Scotia, Year ended July, 1898.

COUNTIES.	CLASS A.—(MALE).			CLASS B.—(MALE).			CLASS C.—(MALE).			CLASS D.—(MALE).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis.....			\$ 713 40	\$ 115 53	\$ 277 81	\$ 393 34	\$ 86 65	\$ 203 77	\$ 290 42	\$ 57 76	\$ 128 67	\$ 186 43
Antigonish			751 00	115 53	190 83	306 36	86 65	120 94	207 59	57 76	104 40	162 16
Cape Breton.....			817 28	115 53	299 64	415 17	86 65	156 31	242 96	57 76	106 34	164 10
Colchester			905 87	115 53	375 33	490 86	86 65	295 62	382 27	57 76	89 00	146 76
Cumberland			914 28	115 53	366 00	481 53	86 65	181 64	271 29	57 76	115 00	172 76
Digby			750 00	115 53	246 44	361 97	86 65	162 50	249 15	57 76	146 54	204 30
Guysboro			750 00	115 53	261 66	377 19	86 65	156 66	243 31	57 76	104 40	162 16
Halifax Co.....			1191 78	115 53	205 00	320 53	86 65	141 83	228 48	57 76	146 61	204 37
Halifax City.....			978 00	115 53	696 00	811 53	86 65	790 00	876 65	57 76	225 00	282 76
Hants			795 89	115 53	263 33	378 86	86 65	201 78	288 43	57 76	142 78	200 54
Inverness			750 00	115 53	150 00	265 53	86 65	120 00	206 65	57 76	95 00	152 76
Kings.....			732 14	115 53	251 46	366 99	86 65	169 50	256 15	57 76	108 50	166 26
Lunenburg			855 11	115 53	295 00	410 53	86 65	152 59	239 21	57 76	96 69	154 42
Pictou			763 00	115 53	304 00	419 53	86 65	180 00	266 65	57 76	109 00	166 76
Queens.....			750 00	115 53	270 00	385 53	86 65	156 66	243 31	.....	.....	.....
Richmond	115 53	208 33	323 86	86 65	167 21	253 86	57 76	105 66	163 42
Shelburne.....			730 89	115 53	234 04	349 57	86 65	141 67	228 32	57 76	123 57	181 33
Victoria.....			115 53	120 00	235 53	86 65	133 40	220 05	57 76	90 00	147 76
Yarmouth			1150 00	115 53	391 92	507 45	86 65	167 33	253 98	57 76	144 88	202 64
Total 1898.....			\$ 841 03	\$ 115 53	\$ 284 56	\$ 400 09	\$ 96 65	\$ 200 12	\$ 286 77	\$ 57 76	\$ 121 22	\$ 178 98
" 1897.....			836 30	117 65	287 98	405 6	88 24	195 85	284 09	58 82	125 17	183 99
Increase			\$ 4 73	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	\$ 2 12	\$ 3 42	\$ 5 54	\$ 1 59	.....	.....	\$ 1 06	\$ 3 95	\$ 5 01

AVERAGE SALARY OF FEMALE TEACHERS.

TABLE XV.—AVERAGE SALARY OF FEMALE TEACHERS.
Nova Scotia, Year ended July, 1898.

[illegible]

TABLE XVI.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR YEAR ENDED JULY, 1898.

MUNICIPAL- ITIES.	Grand total days' at- tendance made by all the pupils.	On account of Teach- ers employed.	On account of aver- age attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount appro- priated.	Amount per Pupil in attendance the Full Term.
Annapolis. . .	511,898	\$ 2,855 10	\$ 2,575 18	\$ 75 00	\$ 300 00	\$ 5,805 28	\$1 03
Antigonish . .	314,140	1,813 96	2,719 64	75 00	225 00	4,833 60	1 59
Cape Breton . .	889,067	4,243 31	5,623 41	112 50	375 00	10,354 22	1 34
Colchester. . .	544,870	3,222 12	2,652 33	337 50	375 00	6,586 95	1 00
Cumberland . .	1,005,323	4,899 60	4,783 24	150 00	525 00	10,357 84	98
Digby.	318,802	1,639 63	1,670 09	177 48	44 37	3,531 57	1 07
Clare.	225,201	1,112 00	1,172 04	122 52	30 63	2,437 19	1 08
Guysboro . . .	285,404	1,596 87	1,822 45	393 82	56 26	3,869 40	1 34
St. Mary's. . .	94,169	543 89	595 29	131 18	18 74	1,289 10	1 29
Halifax Co. . .	654,793	3,045 81	5,072 75	37 50	225 00	8,381 06	1 60
Hants East. . .	245,814	1,445 86	1,109 10	36 88	258 16	2,850 00	93
Hants West. . .	228,276	1,227 99	1,411 85	38 12	266 84	2,944 80	1 21
Inverness. . .	563,881	3,931 88	3,407 92	75 00	300 00	7,714 80	1 25
Kings.	558,835	3,015 63	3,051 97	450 00	225 00	6,742 60	1 13
Lunenburg . .	698,934	3,501 79	3,446 01	433 72	309 80	7,691 32	1 04
Chester.	129,166	652 13	812 79	91 28	65 20	1,621 40	1 32
Pictou	867,545	4,330 83	5,569 67	187 50	300 00	10,388 00	1 34
Queens	259,803	1,489 95	1,618 66	75 00	.....	3,183 61	1 28
Richmond. . .	330,828	1,866 71	2,080 00	75 00	300 00	4,321 71	1 28
Shelburne . . .	219,946	1,130 36	928 17	76 56	191 41	2,328 50	91
Barrington . .	201,132	947 84	1,026 53	73 44	183 59	2,231 40	1 09
Victoria. . . .	229,651	1,676 30	1,919 70	.....	75 00	3,741 00	1 77
Yarmouth. . .	379,584	1,727 16	1,617 42	261 06	261 06	3,866 70	91
Argyle.	265,979	1,079 74	1,341 38	188 94	188 94	2,799 00	1 08
Total 1898	10,023,041	\$ 52,996 46	\$58,097 59	\$3,675 00	\$5,100 00	\$119,869 05	\$1 24
" 1897.	9,653,884	52,336 93	60,252 68	2,550 00	4,462 50	119,602 11	1 34
Increase. . .	369,157	\$ 659 53	.....	\$1,125 00	\$ 637 50	\$ 266 94	.....
Decrease . .	.....	.....	\$ 2,155 09	.....	.....	.....	\$ 10

GOVERNMENT AID TO POOR SECTIONS.

TABLE XVII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTIES.	Paid by Government over and above the ordinary Grants towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year.	
Annapolis	\$114 21	\$109 48	\$ 223 69
Antigonish	106 39	117 39	223 78
Cape Breton	94 97	144 33	239 30
Colchester	150 00	150 00	300 00
Cumberland	150 00	150 00	300 00
Digby	115 04	115 70	230 74
Guysboro	68 49	92 45	160 94
Halifax	112 11	141 74	253 85
Hants	130 19	131 15	261 34
Inverness	150 00	150 00	300 00
Kings	154 32	133 87	288 19
Lunenburg	133 87	120 51	254 38
Pictou	133 56	128 47	262 03
Queens	98 33	105 18	203 51
Richmond	105 71	111 90	217 61
Shelburne	37 18	34 44	71 62
Victoria	73 36	84 27	157 63
Yarmouth	101 62	87 48	189 10
Total 1898	\$2029 35	\$2108 36	\$4137 71
" 1897	2271 21	2037 07	4308 28
Increase .....	.....	\$ 71 29	.....
Decrease	\$ 241 86	.....	\$ 170 57

TABLE XVIII.

POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of County Assess- ment paid to these Schools over and above ordinary allowance.
apolis, County of.....	23	\$195 45
gonish, ".....	13	139 92
e Breton, ".....	17	183 69
hester, ".....	29	283 84
berland, ".....	26	254 23
y, District of.....	16	183 01
e, ".....	7	86 38
sboro, ".....	7	83 92
lary's ".....	4	46 04
fax, County of.....	24	302 61
ts, District of East.....	12	113 54
ts, District of West.....	7	117 13
rness, County of.....	26	314 37
gs, ".....	26	266 26
enburg and New Dublin, District of.....	16	152 15
ster, District of.....	4	39 87
ou, County of.....	17	186 21
ens, ".....	15	152 69
mond, ".....	14	166 84
burne, District of.....	4	54 34
ington, ".....	4	38 18
oria, County of.....	13	177 49
nouth, District of.....	10	92 21
le, ".....	4	37 80
Total, 1898.....	338	\$3668 17
" 1897.....	339	3762 41
Increase.....		
Decrease.....	1	\$ 94 24

TABLE XIX.—COUNTY ACADEMIES.

ACADEMY.	INSTRUCTORS.	Class of License.	Annual Salary.	Department or subjects taught. (Subjects are given briefly by Nos.)	Hours per Day.
Annapolis.	Wm. M. McVicar, A.M. C. Louise Harris	A. cl.	\$ 900 00	Nos. 35, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 78, 79, 80, 81, 83, 84, 85, 86, 87, 88, 89, 90. " 77, 82.....	5
Antigonish.	Rev D. A. Chisholm, D.D. Rev. A. Thompson, D.D. Rev. D. C. Gillis Edw. W. Connolly Sister St. Margaret	B. A. cl. A. cl. A. cl. B.	300 00 750 00 750 00 750 00 160 00	" 86, 87..... " 81, 83, 84, 121, 126..... " 79, 81, 87, 125..... " 72, 74, 75, 76, 77, 78..... " 72, 75, 76, 78, 79, 80, 81 F. Department.....	3 3½ 4 5 5
Cape Breton	E. T. Mackeen Frank I. Stewart, B. A., (Lond.) Isabel M. Leonard	A. cl. A. cl. B.	900 00 750 00	" 67, 68, 70, 71, 72, 75, 76, 83, 86, M. P. Q..... " 69, 74, 77, 78, 79, 80, 81, 82, 84, 85, 87..... " 88.....	5 5 1
Clare.....	J. Alphonse Benoit W. F. MacKinnon, B. A. André G. Pothier, B.A. Rev. J. M. Haquin Rev. A. G. Brand	A. Sc. D.	800 00 350 00 200 00	" 65, 68, 74, 77, 79, 82, 83, 84, 85..... " 71, 72, 75, 76..... " 78, 80, 81..... " 86, 87, 88..... " 86, 87, 88.....	5 4½ 3 1½ 3
Colchester..	W. R. Campbell, M.A. James Little M. D. Hemmeon, R.A. H. T. Archibald, M.A. Ella Rettie L. A. Edwards	A. cl. B. A. cl. C. B.	1200 00 1050 00 850 00 600 00 400 00 150 00	" 82, 84, 85, 86, 87..... " 78, 80, 81, 83, 84..... " 72, 75, 76, 79, 83, 125, 126..... " 67, 72, 76, 86, 87..... " 74, 75, 76, 77, 78, 81..... " 88.....	4½ 4½ 4½ 4½ 4½ 1½
Cumberland	E. J. Lay N. D. MacTavish J. P. Connolly	A. cl. A. Sc. A. cl.	1300 00 800 00 600 00	" 70, 76, 79, 80, 81, 82, 86, 88..... " 67, 75, 77, 78, 80, 81, 83, 84..... " 66, 71, 72, 74, 75, 80, 88.....	5 5 5
Digby..	Henry Byron Hogg, M. A.	A. cl.	750 00	" 67, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88.....	4½
Guysboro...	Alex. Ross, B. A.	A.	750 00	" 69, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87.....	5

Hants	S. A. Morton, M.A.	A. cl.	1250 00	" 74, 77, 78, 79, 80, 84, 85	7
	K. Mackintosh	A. cl.	850 00	" 67, 70, 72, 75, 76, 83	4
	F. A. Peters	B.	750 00	" 72, 74, 78, 80, 82, 84	4
	K. F. Hill		250 00	" 77	2
Inverness	Jules M Lanos, B. A., LL.B.		400 00	" 78, 89	4
	Jotham W. Logan, B.A.	A. cl.	1200 00	" 80, 87	4
Kings	J. Arnold Smith, B.A.	A. cl.	1000 00	All subjects	5
	T. M. Phalen, B.A.	A. cl.	750 00	All subjects, except 66 and 88	5
Lunenburg	Angus McLeod	A. cl.	1000 00	Nos. 67, 68, 79, 80, 81, 86, 87	4½
	Jennie W. Ross, M.A.	A. cl.	700 00	" 70, 71, 72, 87, 88, 89	4½
	Bertha B. Hebb, B.A.	A. cl.	600 00	" 66, 72, 75, 76, 82, 83, 84, 85	4½
	Mabel E. Caldwell	A. Sc.	420 00	" 72, 74, 77, 78, 81, 82, 83	4½
Pictou	B. McKittrick, B. A.	A. cl.	1000 00	" 67, 68, 72, 78, 79, 80, 81, 82, 83, 84, 85, 88	5
	Agnes H. Roop, M. A.	A. cl.	650 00	" 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 86	5
Queens	Robert McLellan	A. cl.	1200 00	" 86, 87, 88, 89	4
	Henry M. Mackay, B.A. (Dal.), B.A., Sc., (McGill)	A. cl.	850 00	" 74, 77, 78, 79, 80, 112, 124, 125, 126	4
	Clarence L. Moore, B.A. (Dal.).	A. cl.	850 00	" 81, 82, 83, 85, 121	4
	Henry Pope Duchemin, B.A. (Dal.)	A. cl.	750 00	" 72, 75, 76, 83	4
Shelburne	J. D. Sprague	A. cl.	750 00	" 67, 68, 71, 72, 74, 76, 77, 78, 79, 80, 81, 82, 83, 85, 86, 89	5
	C. Stanley Bruce	A. cl.	750 00	" 67, 68, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86	4½
Victoria	Margaret McPhee, M. A.	A. cl.	750 00	" 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87	5
	A. Cameron	A. cl.	1200 00	" 72, 73, 80, 84, 85, 89, 124, 125	5
Yarmouth	W. F. Kempton	A. cl.	1100 00	" 74, 77, 78, 79, 80, 81, 86	5
	Beatrice Tucker	A. Sc.	550 00	" 67, 72, 75, 76, 77, 82, 83, 88	5

TABLE XIX. COUNTY ACADEMIES. — (Continued).

ACADEMY.	WHOLE YEAR.				No. ON REGISTER WHOSE ATTENDANCE DURING THE YEAR WAS										No. OF PUPILS ON REGISTER.			
	Between 5 and 15 years	Over 15 years	Total annual enrolment	Boys.	Girls.	Total days' attendance for year.	Days taught during year.	Daily present on an average during year.	Average of quarterly attendance.	20 days or less.	Over 20 and up to 50 days.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 days.	Belonging to this School Section	From beyond limits of County, but within County	From beyond limits of County.
Annapolis..	36	37	38	39	40	3483	183.	19	79.6	1	1	7	8	11	21	51	52	53
Antigonish ..	59	111	170	114	56	25058.5	204	131	86.3	1	10	19	32	108	68	25	77	77
Cape Breton ..	8	50	58	35	23	8792	199	43	93.7	4	4	7	10	37	40	12	6	6
Clare ..	14	28	42	38	4	7421.5	197.5	37	93.3	8	2	37	48	120	3	20	19	19
Colchester ..	90	136	236	73	161	31191.5	190	139	79	8	23	37	48	120	138	80	18	18
Cumberland ..	44	63	107	45	62	16328.5	198	82	86.6	2	5	13	11	76	82	23	2	2
Digby..	6	32	38	12	26	4815.5	204	23	81.5	3	3	9	3	20	21	16	1	1
Guysboro....	10	33	43	18	25	6317	209	26	76	1	3	10	13	16	33	10	..	..
Halifax.....	93	267	360	140	220	58585	197	296	87.4	4	10	29	49	268	283	68	9	9
Hants.....	14	23	37	19	18	3648	187	19	78.5	3	6	9	13	6	29	8	..	..
Inverness.....	11	18	29	16	13	4944.5	200	25	87.4	..	..	1	2	28	23	8	..	..
Kings ..	31	84	115	49	66	16749	200	83	81.8	4	6	16	15	74	53	62	..	..
Lunenburg ..	22	54	76	40	36	10494	208	51	82.2	1	11	7	16	36	82	14	..	..
Pictou ..	28	181	209	114	95	33369	207	150	81.8	9	14	24	33	129	91	85	33	33
Queens ..	2	28	30	15	15	5055.5	209	24	84.8	1	1	1	3	2	21	9	2	2
Shelburne ..	1	39	40	19	21	6427.5	201	31	84.6	1	4	4	4	28	26	13	1	1
Victoria ..	1	41	42	25	17	6312	204	30	82.6	1	4	4	4	28	23	17	2	2
Yarmouth ..	25	83	108	41	67	13870.5	195	71	77.5	7	9	18	40	60	90	17	1	1
Total 1898.....	456	1312	1768	820	938	262462.5	199	91309	2.53	46	112	214	308	1105	9	1107	492	171
" 1897.....	447	1238	1685	788	897	241441.5	199	71290	7.80	55	82	196	351	996	5	1001	508	176
Increase ..	9	74	83	42	61	21021	2	68	5.29	..	30	18	109	4	..	106	16	..
Decrease ..	..	..	..	..	..	..	..	..	..	9	..	..	43	..	..	..	..	5

COUNTY ACADEMIES.

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

[illegible]

COUNTY ACADEMIES.

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

[illegible]

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMY	AVERAGE AGE OF PUPILS IN EACH GRADE. (On first day of School year.)				REVENUE.				EXPENDITURE.						
					School Section Funds.		Fees.	Other Sources.	Total.	Salaries.	Apparatus.	Building and Repairs.	Fuel and At- tendance.	Miscellaneous.	Total.
	X. Grade	X. Grade	XI. Grade	XII. Grade	\$	\$	\$	%	\$	\$	\$	\$	\$	\$	\$
Annapolis.	15	30	17	26	17	28			\$ 960 00	\$ 900 00			\$ 60 00		\$ 960 00
Antigonish	16	20	18	15	20	58	24	91	3600 00	3400 00		25 00	100 00		3600 00
Cape Breton	16	90	17	83	17	21	22	33	80 00	2587 13		130 75	368 00		2587 13
Clare.	17	31	17	12	19	30	23	36	850 00	1580 00					1580 00
Colchester.	15	68	16	38	18	21	18	53	200 00	1350 00					1350 00
Cumberland.	14	87	16	30	16	80			5250 00	4250 00		25 00	750 00		5250 00
Digby.	15	74	18	12	18	94			2843 50	2700 00					2843 50
Guyahoro	14	48	17	00	16	82	17	37	2183 00	1685 00			150 00		2183 00
Halifax.	15	17	16	72	17	72			884 00	750 00		30 00	50 00		884 00
Haute.	14	83	16	71	15	82	19	16	10113 06	6000 00		834 67	631 64		10113 06
Inverness.	14	52	16	35	16	40			15470 00	1040 00		14000 00	350 00		15470 00
Kings.	15	14	16	03	18	09	19	38	837 00	750 00		60 00	25 00		837 00
Lunenburg.	15	11	16	23	17	72			3311 00	2720 00		400 00	100 00		3311 00
Pictou.	15	51	17	34	18	50	21	44	1725 00	1650 00			50 00		1725 00
Queens.	16	08	16	06	16	13			4460 00	3650 00			760 00		4460 00
Shelburne.	16	02	17	35	17	31			810 00	750 00			60 00		810 00
Victoria.	15	61	16	33	19	61			950 00	750 00		40 00	120 00		950 00
Yarmouth.	15	40	16	26	17	19	19	12	902 50	750 00		25 00	37 50		902 50
Total 1888	15	55	16	90	17	94	20	20	\$16940 00	\$41178 74	\$458 00	\$15570 42	\$3757 11	\$2525 75	\$461376 19
" 1897	15	59	16	94	17	98	18	53	\$2799 45	\$38164 00	\$13518 88	\$15570 42	\$3757 11	\$2525 75	\$461376 19
Increase.									\$11828 87	\$35425 50	\$1427 24	\$23865 72	\$3201 19	\$3086 82	\$77046 47
Decrease.									\$ 9029 42	\$ 2738 50		\$ 8325 30	\$ 555 95		\$ 5670 28

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

Academy.	LABORATORY (Physical).		GYMNASIUM OR PLAY ROOM		GENERAL		TOTAL VALUE.	
	Dimensions of room (if any) or of cabinet, cases or shelving (if no special room).	Estimated Value of Apparatus kept here.	Dimensions of room (if any).	Estimated Value of Apparatus.	No. of Wall Maps, Charts and Globes.	No. of reference books, &c., for teachers desks.	Estimated Value of all collections of apparatus, &c., (not including furniture, apparatus, &c., used for teaching purposes.	Estimated Value of the same.
	Decimeters.	\$	Decimeters.					
Annapolis.....	33 x 70 x 90	12 00	44 x 100 x 210	860 00	22	6	2230 00	50 00
Antigonish.....		800 00			34	50	9000 00	180 00
Cape Breton.....					40	15	635 00	75 00
Clare.....	22.6 x 5.7 x 26	150 00	30.3 x 126 x 136	25 00	10	10	350 00	75 00
Colchester.....		400 00			20	12	2000 00	200 00
Cumberland.....					12	15	700 00	130 00
Digby.....			38 x 82 x 86	25 00	15	25	150 00	25 00
Guyaboro.....	36 x 36 x 56	60 00			30	7	295 00	62 00
Halifax.....		160 00	41.8 x 81.2 x 93		33	20	1800 00	225 00
Hants.....					6	...	...	30 00
Inverness.....					4	1	133 00	4 00
Kings.....		75 00			42	9	725 00	925 00
Lenenburg.....		300 00			25	18	675 00	125 00
Pictou.....	42 x 30 x 77	200 00			50	6	2800 00	100 00
Queens.....		100 00			18	2	315 00	85 00
Shelburne.....					28	3	240 00	120 00
Victoria.....		4 00			22	6	170 00	25 00
Yarmouth.....					15	20	490 00	70 00
Total 1898.....		\$2251 00		\$110 00	426	224	\$20803 00	\$1786 00
" 1897.....		2013 75		60 00	430	217	16831 00	1787 00
Increase.....		\$237 25		\$50 00	4	7	\$3977 00	\$1 00
Decrease.....								

TABLE XX.—GOVERNMENT NIGHT SCHOOLS.

COUNTY.	SECTION.	TEACHER.	ASSISTANT.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cape Breton.....	Sydney Mines.....	Wm. Haggarty.....	.....	41	20	51
".....	Low Point.....	Jos. H. McIntyre.....	.....	54	32	27
".....	Reserve and Lowry.....	Jas. W. Chisholm.....	.....	44	20	26
".....	Little Glace Bay.....	Jas. W. Edwards.....	.....	28	16	24
".....	Barachois Boisdale.....	Alex. J. McDonald.....	.....	28	23	48
Richmond.....	Rockdale.....	A. Lawrence Currie.....	.....	40	29	47
".....	River Bourgeois.....	G. H. Murphy.....	.....	33	23	38
".....	Lardoise.....	P. A. McGarry.....	.....	50	27	42
".....	Lower Descousse.....	A. E. Morrison.....	.....	42	20	37
".....	Descousse.....	Alex. E. Morrison.....	.....	30	14	33
Victoria.....	New Haven.....	J. Chas. Morrison.....	.....	27	16	44
".....	French River.....	Dan. J. Nicholson.....	.....	32	18	47
Yarmouth.....	W. Pubnico.....	Wm. A. D'Entremont.....	.....	46	29	48
Digby.....	Salmon River.....	Augustin F. Haché.....	.....	33	23	20

TABLE XXI.—STATISTICAL INFORMATION FROM INSTITUTIONS NOT RECEIVING PROVINCIAL GRANTS.
A.—EDUCATIONAL INSTITUTIONS HAVING DEGREE-CONFERRING POWERS.
Statistics for the School Year ended Summer of 1898.

NAME OF INSTITUTION	PLACE	NAME OF PRESIDENT	STAFF.		STUDENTS IN ARTS.						SCIENCE		MATH- CINES.		LAW.		THEO- LOGY	DEGREES CONFERRED IN 1898.																		
			Professors.	Lecturers.	Undergraduates.			General.			Total in Arts.	Undergraduates.	General.	Males.	Females.	Total.		Regular.	Partial.	Total.	Regular.	Partial.	Total.	Grand Total Students.	Institution founded.	Total graduates to date	B. A.	B. L.	B. Sc.	B. Eng.	L. B. A.	H. C. L.	Ph. D.	M. D.	D. D.	Total.
					1st year.	2nd year.	3rd year.	Males.	Females.	Total.																										
King's College Windsor.		Rev. C. E. Willels, M. A., D. C. L.	6	5	61	10	..	28	..	..	32	7	1	1	2	10	..	..	..	..	..	13	18	80	1790	488	7	7	1	..	..	3	1	..	1	18
Presbyterian College ..	Halifax	Rev. A. Pollock, D. D.	4	1	85	9	7	44	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	40	1850	331	..	..	..	..	..	..	..	..	..
Acadia College Wolfville.		Rev. T. Trotter, D. D.	10	1	53	28	33	117	36	142	117	25	143	142	..	..	..	..	..	..	..	..	..	142	1833	539	30	4	..	..	..	..	..	..	1	25
Dalhousie Col. Halifax		Rev. John Forrest, D. D.	11	20	23	25	35	90	20	116	46	86	82	158	11	21	17	15	82	63	63	74	..	..	592	1853	816	32	15	2	..	..	..	..	..	..
St. Francis Xavier Col.	Antigonish	Rev. A. Thompson, D. D.	8	4	33	25	14	10	90	31	97	..	..	..	..	..	..	..	..	..	..	..	..	..	101	1853	57	10	..	..	..	..	..	..	..	10
St. Anne Col. Church Pt.		Rev. G. Blanche	15	8	10	15	16	24	..	..	66	38	..	103	3	..	..	..	..	..	..	..	..	..	107	1890	..	2	..	..	..	..	..	..	..	2
Total 1898 ..			64	24	168	118	110	100	339	83	466	201	61	302	502	21	22	24	10	43	52	638	63	788	3223	81	21	1	..	..	..	..	..	..	9	92
" 1897 ..			65	29	190	78	80	68	264	52	316	46	31	67	389	16	17	24	8	35	58	465	43	788	3086	83	27	2	..	..	..	..	..	..	12	92
Increase ..			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Decrease ..			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

(a) — Exclusive of the Faculty of Law, in St. John, N. B. (b) — Non-resident Lecturers in Divinity. (c) — The Law School is situated in St. John, N. B. (d) — Twelve of the Theological students are also Students in Arth. (e) — Seven graduated by receiving diploma. (f) — The names of ten Students appear in two Faculties, making 362 Students in attendance, instead of 372, as would appear by adding the totals of the Faculties. (g) — St. Francis Xavier is affiliated to the Public School system and these 101 are mainly returned as High School Students in the Antigonish County Academy — See Table XIX. (h) — St. Anne College is likewise thus affiliated as the Clare Co. Academy — See Table XIX. — Increase is due to the counting in of the "County Academy" Colleges.

PRIVATE SCHOOLS AND SEMINARIES.

TABLE XXI. Continued.—B.—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.
Statistics for School Year ended Summer of 1893.

COUNTY	NAME OF INSTITUTION	PLACE	NAME OF PRINCIPAL	No. of Teachers	Kindergarten	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males	Females	Total	Average daily attendance
Annapolis	St. Andrew's School	Annapolis	H. M. Bradford, M. A.	8	1	1	1	1	1	1	1	1	1	1	1	1	1	30	7	37	(30)
Colchester	Truro Kindergarten	Truro	Sara B. Patterson	6	47													20	27	47	15
Halifax	La Salle Academy	Halifax	Sara B. Patterson	7	1	1	1	1	1	1	1	1	1	1	1	1	1	117	117	117	116
"	Academy School	"	W. H. Waddell	2	d													28	28	28	28
"	Commerell College School	"	S. E. Whiston	1	d													172	69	241	90
"	The Misses Forbes' College and	"	Mary F. Forbes	1	d													6	19	25	16
"	Halifax Ladies College and	"	M. S. Ker, Principal	1	d													94	94	94	90
"	Conservatory of Music	"	C. H. Porter, Director	1	d													45	100	145	100
"	Academy of the Sacred Heart	"	Marian C. Lewis	1	d													100	100	100	100
Halifax	Mount St. Vincent	Rockingham	Mother M. Fidella	14	7	5	3	8	14	19	13	21	4	5	13	6	4	86	86	86	85
"	Church School for Girls	Windsor	Miss Letroy	11	d													77	77	77	(60)
"	Collegiate School	"	Adelaide F. True	(16)														94	94	94	(75)
Kings	Acadia Seminary	Wolfville	I. B. Oakes, M. A.	6														73	73	73	72
"	Horton Collegiate Academy	"	A. McN. Patterson, M. A.	4														96	96	96	94
"	Acton Villa School	Hortonville	Sr. St. Romilda	4	12	10	12	11	16	6	5	8	8	6	5			65	80	135	80
Pictou	Stella Maria Convent	Pictou	Sr. St. Winifrede	3	25	18	33	20	16									78	83	161	150
"	St. John Baptist Academy	New Glasgow	Sr. M. Helena	3	60	14	18											7	6	12	0
"	Our Lady of Lourdes School	Lourdes	Endora B. Hilton	1																	
Yarmouth	Fraser Academy	Yarmouth																			
			Total 1893	117	66													710	1151	1861	1118
			" 1897	144	121													780	1193	1973	1397.6
			Increase	27	55													70	42	112	179.6
			Decrease																		

Figures in brackets () are estimates made in the Education Office in order to make an approximate sum total possible. The classification into grades is only approximate, in some cases based perhaps on the age of pupils. In others on the English, or Mathematics, or Classics, by the various Principals. In some institutions the Principals have been unable to make an approximate classification, and therefore the Grade totals have not been made. (a)—The school course is based on the requirements of the examination for Associate of Arts in McGill College. The majority of the boys are boarders, girls only being boarders at day-schools. (b)—The teachers mentioned above, (c) were pupils teachers, students of the Kindergarten, Training Class. (d)—The classification in this institution was as day-schools. (e)—Intermediate, 26. Commercial, 20. Academic, 27. (f)—These institutions are ungraded or consist of Grades from Elementary upwards not easily comparable with the public schools. (g)—Fursling one subject only.

for the Fiscal Year ended Sept. 30th, 1898.

COUNTIES.	COMMON SCHOOLS.					County Academies.	Total assignable to Counties.	OTHER SERVICES AND TOTAL GOVERNMENT EXPENDITURE FOR EDUCATION.	
	No. of Schools in session.	No. of Pupils registered.	Sum of Gov. Grant.	Cost to Gov. per Pupil.					
Annapolis...	19,350	121	4,706	\$ 9,901 86	2 10	500 00	10,401 86	Inspector's Salaries	\$ 13,300 00
Antigonish ..	16,114	88	3,059	6,514 22	2 12	1,500 00	8,014 22	" Stationery, Postage, &c .. .	500 00
Cape Breton ..	34,244	174	7,880	13,546 83	1 72	1,000 00	14,546 83	Examination (net) .. .	3,257 15
Colchester ..	27,160	156	6,225	11,374 29	1 82	1,500 00	12,874 29	Travelling Expenses—Normal School Students .. .	1,635 50
Cumberland ..	34,529	201	8,834	15,262 74	1 72	1,500 00	16,762 74	Salaries (Education Office) .. .	3,400 00
Digby ..	19,897	106	4,870	7,822 89	1 60	1,000 00	8,822 89	Travelling Expenses Superintendent .. .	400 00
Guyaboro ..	17,195	88	3,656	6,057 97	1 65	500 00	6,557 97	Office Expenses Registers, Registrar Covers, Postage, Ex- pressage, Telegrams, Stationery, &c .. .	1,173 62
Halifax Co.	32,863	153	7,240	19,431 45	1 57	1,720 00	11,431 45	Total	\$ 23,668 27
Halifax City ..	38,495	142	7,930	12,972 42	1 63	500 00	14,692 42	Last column (Less \$117.04 Common Schools refund) .. .	199,415 15
Hants ..	22,052	122	4,766	9,423 39	1 97	500 00	9,923 39	Total Public Schools, 1898 .. .	\$223,081 42
Inverness ..	25,779	163	5,798	11,515 13	1 96	1,000 00	12,015 13	Institution for the Deaf and Dumb .. .	5,737 50
Kings ..	22,489	122	5,244	10,171 71	1 93	500 00	10,671 71	Halifax School for the Blind .. .	4,500 00
Lunenburg ..	31,075	171	7,465	12,159 79	1 62	1,720 00	13,159 79	Normal and Mutil Schools .. .	9,455 00
Pictou ..	34,041	176	7,108	13,839 89	1 94	500 00	5,119 83	School of Agriculture .. .	1,650 00
Queens ..	10,610	60	2,228	4,619 83	2 07	500 00	5,177 38	Government Night Schools .. .	813 80
Richmond ..	14,399	75	3,112	5,177 38	1 66	500 00	7,100 87	Summer School of Science .. .	100 00
Shelburne ..	14,956	83	3,441	6,800 87	1 91	1,000 00	5,366 82	Dominion Educational Association .. .	500 00
Victoria ..	12,432	70	2,387	84,866 82	2 03	500 00	10,332 81	Total Government Expenditure, 1898 .. .	\$245,837 72
Yarmouth ..	22,216	115	5,251	9,332 61	1 77	1,000 00	16,940 00	" .. .	242,811 09
Total 1898 ..	450,396	2385	101,203	\$182,592 19	\$1 80	\$16,940 00	\$199,532 19	Increase	\$ 3,026 83
" 1897 ..	450,396	2346	100,847	182,463 87	1 81	15,860 00	198,323 87		
Increase ..	.....	39	356	128 32	.....	1,080 00	\$1,208 32		
Decrease ..	.....	.....	.....	.....	.....	.....	.....

*Less \$14.84 refunded. †Less \$78.03 refunded. ‡Less \$14.71 refunded. §Less \$9.46 refunded. Total refund Common Schools \$117.04.

STATE-

[illegible]

HIGH SCHOOL EXAMINATIONS.

21	11	7	2	13	7	6	19	13	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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TABLE XXIV.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION,
FOR THE FISCAL YEAR ENDED SEPT. 30TH, 1898.

Provincial Grants to Teachers.....	\$182,592 19
County Academy Grants.....	16,940 00
Examination (gross).....	5,301 15
Inspection.....	13,800 00
Normal and Model Schools.....	9,455 00
Travelling Expenses Normal School Students.....	1,635 50
School of Agriculture.....	1 650 00
Institution for Deaf and Dumb.....	5,737 50
School for the Blind.....	4,500 00
Government Night Schools.....	813 80
Summer School of Science.....	100 00
Expenses (office).....	1,173 62
Salaries.....	3,400 00
Travelling Expenses, Superintendent.....	400 00
Dominion Educational Association.....	500 00
	<hr/>
	\$247,998 76
Less—Refund Provincial Grants.....	\$ 117 04
Less—Examination Fees.....	2044 00
	<hr/>
	2,161 04
	<hr/>
	<u>\$245,837 72</u>

PART III.

APPENDICES.

APPENDIX A.

REPORT OF NORMAL SCHOOL.

TO A. H. MACKAY, ESQ., LL.D.,

Superintendent of Education.

SIR,—The enrollment of students during the session of 1897-8 comprised twelve in the class taking the course for Academic diploma, sixty-six in that for the diploma of first rank, common school, thirty-six in that for second rank, and thirty-eight in that for third rank, making in all one hundred and fifty-two. Of those in the Academic class, eight were college graduates (seven of Dalhousie and one of Acadia), and four entered the class on the Academic High School Certificate issued by the Council of Public Instruction.

We awarded seven Academic diplomas, fifty-two of first rank, forty-three of second rank, and forty-five of third rank, in all one hundred and forty-seven. Four of the college graduates, not having obtained high school certificate of grade "A," were awarded diploma of first rank, but they will be entitled to the academic diploma when they have qualified themselves for license by securing the corresponding certificate.

We have also, on inspector's certificate of successful work in the school room, advanced the rank of twenty-three graduates of former years,—ten from first rank to academic rank, seven from second rank to first rank, and six from third rank to second rank.

I may be allowed here to remark that it is exceedingly gratifying to receive testimonials of the success of those who had not while at the Normal School shown such teaching skill as to justify us in giving them the diploma which they had labored to secure. I learn through inspectors that some of these students of whom we were doubtful have become better practical teachers than have others of whose future success we felt more confident. This is not very surprising. The Normal School instructors in determining the rank of students must form their judgment in large measure from the scholarship of the candidates and their ability to teach what they know to the classes that are from time to time placed under them. While these are important qualifications of a teacher they do not constitute all the essentials. Success is dependent also on elements of character, such

as fidelity, self-control, and attention to little things, and in no small degree, too, on that most essential commodity known as common sense. These are qualities which, if they do not come through heredity, certainly cannot be developed during a few months attendance at the Normal School.

It should not be expected that all who take a course at the Normal School will turn out to be successful teachers. We do not find such results in other lines of work, and I believe that the per centage of failures among teachers is no higher than it is among those pursuing other vocations.

In this connection I am led to say that in my opinion much inferior work in our schools is due to defective scholarship on the part of the teachers. The pupil teacher enters the Normal School already possessed of his credentials as regards scholarship. Too frequently in the lower grades, however, the high school certificate does not represent very great attainments in important subjects. Through the help of a little Latin and French, so little as to be worth nothing in the make-up of a teacher, the pass aggregate has been reached, though knowledge of English or some other essential subject is so defective as to be of little more value than is his modicum of French or Latin. It is our aim to strengthen the weak places in the scholarship of our students, but within the time at our disposal, and in consideration of the claims of the special work of the Normal School, we are able to secure only partial success.

A forward movement that I have for several years been hoping to see realized is the complete elimination of third-class teachers from the teaching staff of the province. While I freely concede that some teachers of this class have such knowledge of elementary subjects as enables them to do fairly satisfactory work, I am convinced that a very large proportion of them have not sufficient scholarship to make them safe instructors of our youth. This is specially true as regards knowledge of English. Concurrently with this step it will be necessary to adopt some measure for securing higher remuneration to teachers; for increased cost may be regarded an unavoidable condition of better quality. Especially will it be necessary to make provision for helping the weak sections. And here, at the risk of over-stepping the proper limitations of this report, I beg to urge upon your attention, Mr. Superintendent, the imperative need of a complete re-organization of our school communities. It is time that we abandoned the system of making little areas of three or four miles square, known as sections, the unit of organization and support. With an enlarged unit, as a township, placed under a Board of Commissioners, having all the schools within its limits under their control, and a general fund raised by an assessment on this territory for the support of these schools, I feel assured the educational condition of the province would be greatly improved. Under a single Board of Management, matters would soon so adjust themselves that there would be a close approach to equality of burden and of privileges throughout the territory. There would also be established such conditions as would tend to secure progress. Each locality would compare its school with

the others under the same management and would insist on having a school equal to the best. In many localities the scheme here suggested would in due time result in the consolidation of sections, giving one central graded school in place of several miscellaneous schools, the general outcome of which will be vast improvement in the quality of the education given and decrease of cost as compared with what is now experienced.

While gratefully acknowledging the recognition given by the Council of Public Instruction to the claims of the Kindergarten, in the small increase of the grant for its support, I regret that it was not deemed expedient to make this important adjunct of the Normal School an integral portion of the Institution. I trust that this question may be re-considered, even though as regards support present conditions be allowed to remain.

I have further to report that our Manual Training Room and Laboratory are entirely too small to meet present requirements. This is really becoming a serious obstruction to effective work. With the larger classes lessons have to be duplicated, or even more frequently repeated, in order to bring them within the reach of all. No part of the Academic qualifications needs to be more carefully and thoroughly reviewed, I might almost say taught anew, then do the science subjects. Attainments in these subjects have been gained chiefly from books, and, as may be easily understood, are nearly worthless either for mental discipline or for practical use in the affairs of life. Without full laboratory equipments the Normal School can do little along these lines for the improvement of students. I trust that the new building for the School of Agriculture will be placed on the Normal School grounds, and that the defects to which I have called attention will be remedied,

I have the honor to be,

Yours respectfully,

JOHN B. CALKIN,

Principal.

Truro, N. S., Sept. 1st, 1898.

STUDENTS OF SESSION 1897-98.

AWARDED ACADEMIC DIPLOMAS.

Archibald, Mary A.	Yarmouth	Yarmouth.
Cummings, Edward, B. A.	Halifax	Halifax.
Fraser, William P.	New Glasgow	Pictou.
Lawson, William A.	Wallace	Cumberland.
McKay, Mary A., B. A.	Halifax	Halifax.
Smith, A. W. Leslie.	Truro	Colchester.
Wilkie, Florence A., B. A.	Halifax	Halifax.

QUALIFIED FOR ACADEMIC DIPLOMA ON OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE A,—IN THE MEANTIME HOLDING FIRST RANK.

Armstrong, Alfred H., B. A.	Granville Ferry	Annapolis.
Cumming, Melville, B. A.	Truro	Colchester.
MacLean, Stewart C., B. A.	New Glasgow	Pictou.
Shaw, Percy J., B. A.	Berwick	Kings.

QUALIFIED FOR ACADEMIC RANK AFTER ONE YEAR'S SUCCESSFUL TEACHING—IN THE MEANTIME HOLDING FIRST RANK DIPLOMA.

Grant, Mary S., B. A.	Port Morien	Cape Breton.
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AWARDED FIRST RANK DIPLOMAS.

Archibald, Emma A.	Yarmouth	Yarmouth.
Aymar, William M.	Little River	Digby.
Ballantyne, Janet W.	Woodburn	Pictou.
Bancroft, George R.	Springhill	Cumberland.
Barnes, Lila J.	Maccan Station	Cumberland.
Bruce, W. Archibald.	Shelburne	Shelburne.

Carter, Harriet.....	Truro.....	Colchester.
Cossitt, Ethel J.....	Smith's Cove..	Digby.
Creed, Harriott M.....	Mill Village...	Queens.
Creelman, Jean.....	Maitland.....	Hants.
Cumming, Isabel K.....	Westville.....	Pictou.
Delancey, Arnold J.....	Middleton.....	Annapolis.
Denton, Kelsey C.....	Little River.....	Digby.
Dickson, Ethel.....	Truro.....	Colchester.
Fanning, Maud I.....	Halifax.....	Halifax.
Finlayson, John N.....	Merigomish.....	Pictou.
Fraser, Wellesley.....	New Glasgow.....	Pictou.
Frost, Myrtie B.....	Little River.....	Digby.
Fultz, George W.....	Lower Sackville.....	Halifax.
Gillis, Maud.....	Port Hawkesbury..	Inverness.
Gilroy, J. Richard.....	Springhill..	Cumberland.
Hamilton, Helena H.....	Avondale.....	Hants.
Hardy, Alburne N.....	Lydgate.....	Shelburne.
Harlow, Arthur C.....	Lockeport.....	"
Harvie, Alice B.....	Summerville.....	Hants.
Hennigar, Annie.....	Noel.....	"
Holesworth, Mabel C.....	Shubenacadie.....	"
Hunt, May.....	Acacia Valley.....	Digby.
Leonard, Susie A.....	Paradise.....	Annapolis.
Love, Rachel P.....	Fort Lawrence.....	Cumberland.
McDonald, Donald J.....	Whycocomagh.....	Inverness.
Macdonald, Muriel L.....	North Sydney.....	Cape Breton.
MacKay, John McD.....	Lydgate.....	Shelburne.
Marsters, Eva M.....	Summerville.....	Hants.
Meek, John G.....	Brooklyn.....	"
Milner, Lillas A.....	Round Hill.....	Annapolis.
Morse, Carrie A.....	Bridgetown.....	"
Patterson, Grace H.....	Truro.....	Colchester.
Pearsons, Kate E.....	Grafton.....	Kings.
Richardson, Louisa V.....	Centre Rawdon.....	Hants.
Roy, Harriet.....	New Glasgow.....	Pictou.
Schnare, Lillie A.....	North West.....	Lunenburg.
Stephens, Emma L.....	Tenny Cape.....	Hants.
Sutherland, Angusina.....	Pictou.....	Pictou.
Swaine, J. Malcolm.....	Yarmouth.....	Yarmouth.
Tynan, Joanna C.....	Halifax.....	Halifax.
Welton, Jennie.....	Kingston.....	Kings.

QUALIFIED FOR FIRST RANK DIPLOMA ON OBTAINING
HIGH SCHOOL CERTIFICATE OF GRADE B—IN
THE MEANTIME HOLDING SECOND RANK.

Rennie, Margaret O.....	Truro.....	Colchester.
Wilson, Estella L.....	Bridgewater..	Lunenburg.

**QUALIFIED FOR FIRST RANK DIPLOMA AFTER ONE
YEAR OF SUCCESSFUL TEACHING—IN THE
MEANTIME HOLDING SECOND RANK.**

Baker, Lyde C.	Fort Lawrence	Cumberland.
Bolser, Frank A.	Spa. Springs	Annapolis.
Bool, Annie A.	Truro	Colchester.
Dill, Ethel E.	St. John	N. B.
Forbes, Addie K.	Mill Village	Queens.
Harding, Harry F.	Truro	Colchester.
Lodge, Sarah E.	Port Howe	Cumberland.
McDonald, William W.	Lockeport	Shelburne.
McDougall, John C.	Truro	Colchester.
McLellan, Lottie	Brookfield	"
McLeod, Alice	North Sydney	Cape Breton.
Margeson, J. Willis	Berwick	Kings.
Purdy, James D.	Springhill	Cumberland.
Rines, Alfred	Maitland	Hants.
Spencer, Linnie G.	Great Village	Colchester.
Wells, Clara	Halifax	Halifax.

AWARDED SECOND RANK DIPLOMAS.

Baker, Mary	East Sheet Harbor	Halifax.
Barnhill, Lizzie E.	Lower Onslow	Colchester.
Barnhill, Ida	"	"
Borden, Ida C.	Hantsport	Hants.
Boudreau, Joseph C.	Cheticamp	Inverness.
Clarke, Josephine W.	Halifax	Halifax.
Daniels, Mildred W.	Chester	Lunenburg.
Douglas, Janetta M.	North River	Colchester.
Fulton, Jessie	Central Onslow	"
Fultz, Antoinette E.	Sackville	Halifax.
Higgs, Bessie R.	Shubenacadie	Hants.
Hirtle, Beatrice M. L.	Mahone Station	Lunenburg.
Johnson, Josephine S.	Mid. Musquodoboit	Halifax.
MacCurdy, Harriet	Clifton	Colchester.
McIntosh, Florence	Lower South River	Antigonish.
McLellan, John A.	Kempt Road	Richmond.
McRae, Fraser A.	Baddeck	Victoria.
Mattsson, Elianore M.	Lunenburg	Lunenburg.
Newcombe, Susie M.	Bridgewater	"
Peterson, Lizzie M.	Truro	Colchester.
Pothier, Maggie M.	Tusket Wedge	Yarmouth.
Robinson, Mary L.	Upper Kennetcook	Hants.
Scott, George H.	Selma	"
Totten, Annie	Debert Station	Colchester.
Williams, Mary L.	Moschelle	Annapolis.

QUALIFIED FOR SECOND RANK DIPLOMA ON OBTAINING
HIGH SCHOOL CERTIFICATE OF GRADE C,—IN
THE MEANTIME HOLDING THIRD RANK.

Coffin, Sophia J.	Barrington	Shelburne.
Demmons, Lelia L.	Ellershouse	Hants.
Forbes, M. Gertrude	Mill Village	Queens.
McCulloch, Maggie J.	Moose Creek	Hants.
Smith, Lorena J.	Centreville	Shelburne.
Sutherland, Libbie.	Selma	Hants.

QUALIFIED FOR SECOND RANK DIPLOMA AFTER ONE
YEAR'S SUCCESSFUL TEACHING,—IN THE MEAN-
TIME HOLDING THIRD RANK.

McLeod, Anna B.	Pugwash	Cumberland.
Messenger, Milledge W.	Tremont	Kings.
Tompkins, Mary E.	East Margaree	Inverness.
Webber, Annie E.	Burncoat	Hants.
Withrow, Spencer.	Shubenacadie	"

AWARDED THIRD RANK DIPLOMAS.

Amiro, Rosie M.	Lower East Pubnico.	Yarmouth.
Atwater, Harold E.	Baddeck	Victoria.
Banks, Estella M.	Lawrencetown	Annapolis.
Bourque, Mary N.	Eel Brook	Yarmouth.
Brundige, Ethel	Sheet Harbor	Halifax.
Carew, Maud	Stewiacke	Colchester.
Chiasson, Adelard	Grand Etang	Inverness.
Davison, Stella J.	Montrose	Colchester.
Deveau, Ann L.	Mavilette	Digby.
Doucet, Moses C.	Grand Etang	Inverness.
Hamilton, Dorothy	Brookfield	Colchester.
Henderson, Minnie B.	Wallace Bridge	Cumberland.
Hume, Etta M.	Chester	Lunenburg.
Hureau, Helen	Cape Auguet, Arichat.	Cape Breton.
Johnson, Martha E.	Eastville, U. Stew'ke.	Colchester.
Keillor, Emma A.	Amherst Point	Cumberland.
Langley, John	Barra Head	Richmond.
McCabe, Alice	Parrsboro'	Cumberland.
McConnell, Margaret	Tatamagouche	Colchester.
McInnis, Eliza M.	Shenacadie	Cape Breton.

**QUALIFIED FOR FIRST RANK DIPLOMA AFTER ONE
YEAR OF SUCCESSFUL TEACHING—IN THE
MEANTIME HOLDING SECOND RANK.**

Baker, Lyde C.	Fort Lawrence	Cumberland.
Bolser, Frank A.	Spa Springs	Annapolis.
Bool, Annie A.	Truro	Colchester.
Dill, Ethel E.	St. John	N. B.
Forbes, Addie K.	Mill Village	Queens.
Harding, Harry F.	Truro	Colchester.
Lodge, Sarah E.	Port Howe	Cumberland.
McDonald, William W.	Lockeport	Shelburne.
McDougall, John C.	Truro	Colchester.
McLellan, Lottie	Brookfield	"
McLeod, Alice	North Sydney	Cape Breton.
Margeson, J. Willis	Berwick	Kings.
Purdy, James D.	Springhill	Cumberland.
Rines, Alfred	Maitland	Hants.
Spencer, Linnie G.	Great Village	Colchester.
Wells, Clara	Halifax	Halifax.

AWARDED SECOND RANK DIPLOMAS.

Baker, Mary	East Sheet Harbor	Halifax.
Barnhill, Lizzie E.	Lower Onslow	Colchester.
Barnhill, Ida	"	"
Borden, Ida C.	Hantsport	Hants.
Boudreau, Joseph C.	Cheticamp	Inverness.
Clarke, Josephine W.	Halifax	Halifax.
Daniels, Mildred W.	Chester	Lunenburg.
Douglas, Janetta M.	North River	Colchester.
Fulton, Jessie	Central Onslow	"
Fultz, Antoinette E.	Sackville	Halifax.
Higgs, Bessie R.	Shubenacadie	Hants.
Hirtle, Beatrice M. L.	Mahone Station	Lunenburg.
Johnson, Josephine S.	Mid. Musquodoboit	Halifax.
MacCurdy, Harriet	Clifton	Colchester.
McIntosh, Florence	Lower South River	Antigonish.
McLellan, John A.	Kempt Road	Richmond.
McRae, Fraser A.	Baddeck	Victoria.
Mattsson, Elianore M.	Lunenburg	Lunenburg.
Newcombe, Susie M.	Bridgewater	"
Peterson, Lizzie M.	Truro	Colchester.
Pothier, Maggie M.	Tusket Wedge	Yarmouth.
Robinson, Mary L.	Upper Kennetcook	Hants.
Scott, George H.	Selma	"
Totten, Annie	Debert Station	Colchester.
Williams, Mary L.	Moschelle	Annapolis.

QUALIFIED FOR SECOND RANK DIPLOMA ON OBTAINING
HIGH SCHOOL CERTIFICATE OF GRADE C,—IN
THE MEANTIME HOLDING THIRD RANK.

Coffin, Sophia J.	Barrington	Shelburne.
Demmons, Lelia L.	Ellershouse	Hants.
Forbes, M. Gertrude	Mill Village	Queens.
McCulloch, Maggie J.	Moose Creek	Hants.
Smith, Lorena J.	Centreville	Shelburne.
Sutherland, Libbie.	Selma	Hants.

QUALIFIED FOR SECOND RANK DIPLOMA AFTER ONE
YEAR'S SUCCESSFUL TEACHING,—IN THE MEAN-
TIME HOLDING THIRD RANK.

McLeod, Anna B.	Pugwash	Cumberland.
Messenger, Milledge W.	Tremont	Kings.
Tompkins, Mary E.	East Margaree	Inverness.
Webber, Annie E.	Burncoat	Hants.
Withrow, Spencer.	Shubenacadie	"

AWARDED THIRD RANK DIPLOMAS.

Amiro, Rosie M.	Lower East Pubnico.	Yarmouth.
Atwater, Harold E.	Baddeck	Victoria.
Banks, Estella M.	Lawrencetown	Annapolis.
Bourque, Mary N.	Eel Brook	Yarmouth.
Brundige, Ethel	Sheet Harbor	Halifax.
Carew, Maud	Stewiacke	Colchester.
Chiasson, Adelard	Grand Etang	Inverness.
Davison, Stella J.	Montrose	Colchester.
Deveau, Ann L.	Mavilette	Digby.
Doucet, Moses C.	Grand Etang	Inverness.
Hamilton, Dorothy	Brookfield	Colchester.
Henderson, Minnie B.	Wallace Bridge	Cumberland.
Hume, Etta M.	Chester	Lunenburg.
Hureau, Helen	Cape Auguet, Arichat.	Cape Breton.
Johnson, Martha E.	Eastville, U. Stew'ke.	Colchester.
Keillor, Emma A.	Amherst Point	Cumberland.
Langley, John	Barra Head	Richmond.
McCabe, Alice	Parrsboro'	Cumberland.
McConnell, Margaret	Tatamagouche	Colchester.
McInnis, Eliza M.	Shenacadie	Cape Breton.

MacKay, Jessie A.	Big Baddeck.	Victoria.
McKenzie, Kate C.	Glenshee.	Pictou.
McLennan, Agnes J.	Nyanza.	Victoria.
McNutt, Rowena E.	Lower Stewiacke ...	Colchester.
McRae, Annie M.	Middle River.	Victoria.
Parker, Lillian B.	Walton,	Hants.
Purdy, Fannie R.	Wallace Bridge.	Cumberland.
Ratchford, Winnie.	New Victoria Mines.	Cape Breton.
Ross, Margaret E.	Stake Road.	Cumberland.
Simpson, Elizabeth P.	Wallace Bridge ...	"
Stockall, Blanche M.	Halifax.	Halifax.
Surette, Mary F.	Hectanooga.	Digby.
Thompson, Bella.	Hillside.	Cape Breton.
Wilson, Eva J.	Belmont.	Colchester.

COURSE UNCOMPLETED.

Bell, Mary.	Lower Stewiacke ...	Colchester.
Chisholm, Teresa.	North Grant.	Antigonish.
Henry, Mary A.	Upper Musquodoboit.	Halifax.
McGuire, F. Adelaide.	Salmon River.	Guysboro.
Perry, Geraldine.	Barton.	Digby.

ADVANCED TO ACADEMIC RANK.

Bigney, Arthur O.	Mt. Denson.	Hants.
Cameron, Edward H.	Yarmouth.	Yarmouth.
Creed, John N.	Canso.	Guysboro.
Fraser, Daniel A.	New Glasgow.	Pictou.
Hogg, Henry B.	Yarmouth.	Yarmouth.
Lawson, Thomas.	Grafton.	Kings.
Lewis, Bessie B.	Truro.	Colchester.
Logan, Bessie M.	"	"
Marchant, Laura L.	Brooklyn St.	Kings.
Thomas, Louise L.	Truro.	Colchester.

ADVANCED FROM SECOND TO FIRST RANK.

Allen, Stella.....	Halifax	Halifax.
Conway, Isabella H.....	Springhill	Cumberland.
Crowe, Winifred A	Truro.....	Colchester.
Laney, Bessie.....	Port Hawkesbury ...	Inverness.
Pippy, Frederick G.....	Springhill	Cumberland.
Pugh, Ethel M.....	"	"
Spencer, Aggie.....	Great Village.....	Colchester.

ADVANCED FROM THIRD TO SECOND RANK.

Faulkner, Beatrice.....	New Cumberland ...	Lunenburg.
Frame, Emma M.....	Shubenacadie.....	Colchester.
Johnson, Blanche B.....	West New Annan....	"
Purdy, Janie.....	Westchester Station.	Cumberland.
Ritcey, Sarah M.....	Ritcey's Cove.....	Lunenburg.
Smallwood, Lizzie.....	Truro.....	Colchester.

GOVERNOR-GENERAL'S MEDAL'S.

Silver Medalist,

George W. FultzSackville.... Halifax Co.

Bronze Medalist,

John A. McLellan.....Kempt Road..... Richmond Co

STATISTICAL SUMMARY.—NORMAL SCHOOL.

YEAR.	PUPILS.		EXPENDITURE.					TOTAL.
	No. of Teachers.	Total number enrolled.	Received Diplomas.	Salaries of Teachers.	Salary of Janitor.	Cost of Fuel.	Contingencies, etc.	
1898.....	7	152	147	\$7450	\$425	\$258 00	\$526 83	\$8659 83
1897.....	7	152	147	7050	400	272 50	533 66	8206 16

MODEL SCHOOL.

YEAR.	No. of Teachers.	PUPILS.		EXPENDITURE.			TOTAL.
		Average daily attendance.	Total number different pupils registered.	Salaries of Teachers.	Amount received from Province.	Amount received from Truro.	
1898.....	2	90	126	\$1200	\$700	\$500	\$1200 00
1897.....	2	95	125	1175	675	500	1175 00

SCHOOL OF AGRICULTURE.

TRURO, N. S., Nov. 1st, 1898.

A. H. MACKAY, LL. D.,

Superintendent of Education.

SIR,—I have the honor to submit the following report of the Provincial School of Agriculture for the past year. I have briefly outlined the more salient features of the history of the School since its establishment, its character and some of the work accomplished.

The character of the work of the School was very similar to that of preceding years, except for the lack of facilities due to the loss of the building by fire on the 21st of March.

I am, sir, your obedient servant,

H. W. SMITH,

Principal School of Agriculture.

THE ACT ESTABLISHING THE SCHOOL.

AN ACT TO ENCOURAGE AGRICULTURAL EDUCATION.

Be it enacted by the Governor, Council, and Assembly, as follows:—

1. The Council of Public Instruction shall have power to appoint a Lecturer on Agriculture in connection with the Provincial Normal School.

2. It shall be the duty of the Council of Public Instruction to define particularly the duties of the aforesaid Lecturer, with reference to the following general objects:—

(a.) Instructing the pupil teachers in Agricultural Chemistry and the sciences bearing on Agriculture, according to the Provincial standards of examination, as announced from time to time.

(b.) Conducting a regular course of lectures on Agricultural Science, with experiments and laboratory practice, for the benefit of young men generally who may wish to fit themselves for the successful prosecution of Agriculture, and with a view of training teachers for the special schools provided for in this Act.

(c.) Inspecting and reporting upon any schools receiving special grants under authority of this Act, so far as the teaching of Agriculture is concerned.

(d.) Delivering public lectures on Agriculture throughout the Province, so far as his other duties will permit.

3. Any male teacher of the first class (class A or class B), who shall have attended the course of lectures above provided for and shall have passed a satisfactory examination on the subjects thereof, shall be entitled, subject to the conditions hereinafter named, to receive when teaching school, in addition to the ordinary grant of his class, a special grant of one hundred dollars for the school year, or ratably according to the time he may have taught.

4. It shall be the duty of the Council of Public Instruction to frame regulations as to the outfit and management of schools in charge of teachers holding an agricultural diploma, and claiming the special grant aforesaid; and without the due observance of such regulations by both trustees and teachers the special grant shall in no case be paid.

5. To encourage teachers to qualify themselves as Agricultural instructors, the Council of Public Instruction is authorized to distribute annually a sum not exceeding \$250 as prizes, among the five teachers who shall pass the best examination on the subjects of the course.

6. The grants authorized by this Act shall be paid out of the moneys appropriated annually by the Legislature for Education.

The objects of this Act are evident, name'y : that teachers shall receive better instruction in the Natural Sciences and Chemistry; that the bearing of these upon agriculture shall be taught, and that this instruction shall be given to Normal students; further, that teachers desiring it may receive a more thorough course in Agriculture in order to prepare them to teach these subjects more efficiently in the public schools; and that young men in general may take such a course. These teachers may conduct local agricultural schools, which shall be properly inspected.

The aim of the Act is to make agricultural instruction a living part of the public school course, to take agricultural education to the farmer and place it within his reach through the public schools.

This Act was passed in the spring of 1885, and in the summer of the same year Hermon W. Smith, B. Sc., was appointed to the position.

Professor Smith was a graduate of Cornell University and had spent nearly two years in post-graduate study at the same institution, devoting special attention to Chemistry and Botany and their relation

to Agriculture. He had also succeeded Professor Penhallow as Chemist at the Houghton Farm Experiment Station, where he had unusual facilities for study and original research. In Veterinary Science, as a student at Cornell University, he had won a special prize given by Prof. Law, based upon the excellence of the work. Commenting upon his appointment, the Morning Chronicle said:—

“The measure was warmly received in the Legislature and carried with the approval of both sides. The Premier in introducing it, frankly acknowledged that it was an experiment which possibly might not realize all that was looked for, but expressed confidence that if the right man could be secured for the place, the movement would be productive of much good to the farming interests of the Province.

Since the passing of the Act the Government have been corresponding with parties in the Dominion and the United States, with a view to obtaining the services of a gentleman possessing the special qualifications required in the new department, and we are glad to learn that they have been successful. Hermon W. Smith, B. Sc., of Ithaca, New York, has been chosen to fill the new chair. He is very highly recommended by the Professors of Cornell University, under whom he studied. He graduated in the course of Science, but took all the studies of the Agricultural course as well. The son of a farmer, and himself a farmer, he determined, after completing his course at Cornell, in 1883, to devote himself to Agricultural teaching and accordingly returned to the University and spent a year in post graduate study of Chemistry and other Sciences as specially related to Agriculture. G. C. Caldwell, Professor of Agricultural and Analytical Chemistry in Cornell, certifies to Mr. Smith's enthusiasm for the work he has chosen for life, and to his qualifications for the position at Truro, being thoroughly acquainted with the practical details of farming, and especially dairy farming. In the University he took all the lectures given by Dr. Law in Veterinary Science, and did some practical work besides, for which he gained a first prize. Prof. Caldwell adds: ‘In my own department of Agricultural Chemistry he is thoroughly proficient, having taken much extra work in it as a student, and besides having served as Chemist for the Houghton Farm Experiment Station for a period of nine months, till they were obliged to suspend the work for want of funds; in this capacity he made every variety of Agricultural Chemical Analysis. He has laid a good foundation in Botany, and I think also in Entomology. He is irreproachable in character, and a most industrious worker.’

The very cordial manner in which the Government's proposals were received in the Legislature gives assurance that, in entering upon the duties of his new position, Mr. Smith will be warmly welcomed, and will have the best wishes of all for the success of his labors. Bringing, as he does, to the service an ample knowledge of the practice and science of farming and great enthusiasm for his work, he seems to be admirably fitted for the important duties he has undertaken.”

The first term of the school was begun in the southeast basement room in the Normal School building, which had been fitted up during the fall, under the direction of Prof. Smith, with desks and apparatus for this purpose. This room was used by the School until the fall of 1893. It contained 12 desks and sinks for individual students to work at in Chemistry, besides two larger desks for experiments requiring larger apparatus, also seats and desks for lectures and recitations. The room was twenty-five by fifty feet. In these modest quarters the School opened its first session with two pupils, teachers desiring to take the course as "Agricultural Teachers." Shortly afterwards a young farmer entered, then another, until the attendance reached seven the first year (1885-6); eight the second year (1886-7); twelve the third year (1887-8); eighteen the fourth year (1888-9); twenty-two the fifth year (1889-90); twenty-five the sixth year (1890-91); twenty-six the seventh year (1891-92); fifty-nine the eighth year (1892-93); forty-two the ninth year (1893-94); forty-four the tenth year (1894-95); fifty-four the eleventh year (1895-96); ninety-one the twelfth year (1896-97); and forty-seven the thirteenth year (1897-98).

There was thus a total registration of four hundred and fifty-five, or an average of thirty-five per year.

The following table shows the number who elected to attend both institutions at the same time and those who attended this school independently of the Normal School:—

Year.	Total Attendance.	Also at Normal.	Independent of Normal.
1896.....	7	1	6
1897.....	8	0	8
1898.....	12	3	9
1899.....	18	1	17
1890.....	25	1	24
1891.....	23	1	22
1892.....	26	0	26
1893.....	59	29	30
1894.....	42	15	27
1895.....	44	12	32
1896.....	54	23	31
1897.....	91	31	60
1898.....	47	5	41 (to Nov. 1st 1898)

From this table it will be seen that from the first some students have elected to attend both institutions at the same time; this necessity required that in one or the other they took a partial course. The first student to do this was George B. McGill, of Middleton, who took the full course in this school and a partial course in the Normal School. Others have done the same, while many others have taken the full course in the Normal and a partial course in this school at the same time. Such students have frequently returned here and completed their course. A number have studied in this school first and then attended the Normal.

It will be seen that during the first seven years very few were able to attend both institutions at the same time, because of our limited facilities, but with the erection of buildings on the farm the attendance of Normal students increased. The first large Normal class was in 1893, when nearly all of the twenty-nine took a course in Dairying, some remaining two or three weeks after the Normal closed to complete their course. Since then these students from the Normal have taken various courses, mostly in Agriculture and Chemistry, and a few in some special science in which they needed instruction.

Of the students "Independent of the Normal," some came directly from the Normal here, others after a longer or shorter interval; most of these took the regular course.

On September 28th, 1888, the Hon. W. S. Fielding, in closing the Provincial Exhibition, which had been held in Truro that year, spoke in part as follows, announcing the purchase of the farm for the School:—

"Much has been done for the improvement of Agriculture through exhibitions, and through the operations of the agricultural organizations of the country something more had been demanded. There had been a need of agricultural education—of something that would tend to elevate the pursuit of farming, so that the young men engaging in that great field of labor might be made to feel that their work was not mere drudgery, but a science worthy of a place alongside of the occupation of their brethren who entered the learned professions. With this object in view, the present Government had taken the step of establishing a chair of Agriculture in connection with the Normal School. While it had fallen to the present Government to act in this matter, he wished to recognize the fact that the need of agricultural education had previously been ably and persistently pointed out by a representative of Colchester, with whom he did not always agree, but whose enthusiasm on that subject he had always admired. He had reference to Col. Blair, late M. P. P. for Colchester, who he was glad to see present to-day. The chair of Agriculture had been assigned to Professor Smith, a gentleman from the United States, of whose labors Mr. Fielding spoke in terms of the warmest praise. Professor Smith's only complaint had been that he had not had enough room to work—that there was need of a farm in connection with the School of Agriculture, so that the theory and practice might go hand in hand. His Honor the Lieutenant-Governor had, in his opening address, referred to the probability of a farm being obtained somewhere at no distant day. He (Mr. Fielding) was glad to be able to say that what was an open question when His Honor spoke was now a settled question. He had the pleasure of announcing that within an hour or two he had completed negotiations for the purchase of a property delightfully situated on Bible Hill, Truro, the well-known property of Edward Blanchard, with lots adjoining, belonging to Rev. Dr. McCulloch, Charles P. Blanchard, and L. E. Crowe, the whole forming a farm of upwards of 100 acres, admir-

ably adapted to the purposes of the School. If the farmers of the Province would now avail themselves of the advantages which the School offered, there was no reason to doubt that the institution would do a good work for Nova Scotia."

Commenting on the above the following day, the *Morning Chronicle* contained the following:

"The farm is on what is known as "Bible Hill," one of the pleasantest parts of Truro. It is just outside the limits of the incorporated town, in sight of the railway station, and but a few minutes walk from it. The purchase has been made from four owners, Edward Blanchard, Charles P. Blanchard, L. B. Crowe and Rev. Dr. McCulloch, the whole forming a solid block of over one hundred acres, lying between the old Pictou road and the Salmon River and the total cost is \$7,450. The chief property bought is that of Edward Blanchard, including his dwelling and barns, all in excellent condition. The other properties are lots adjacent, which were required to make up a compact block for the government's purposes. The homestead of the venerable Dr. McCulloch is just west of the government's property. Across the road and directly north is the farm of Charles P. Blanchard, so justly celebrated for its Ayrshires. Beyond is the beautiful Pitblado farm, now owned by P. McG. Archibald, and also the farm of J. C. Mahon.

In the provincial farm for the School of Agriculture there are about fifteen acres of interval and thirty of woods; the rest is upland under cultivation. The soil is principally a sandy loam. Part is, however, humus soil and part quite sandy. Some of it will require draining, but most of it is well drained naturally. It is in an excellent state of cultivation, having been well manured and tilled. It is not only well supplied with water from springs, but the Salmon River runs the whole length of one side of it, and furnishes an unfailing supply. The land mostly slopes gently to the south and is well protected and very favorable to the growth of fruits. It seems well adapted to all kinds of farming and crops. Exposures from all directions can be obtained as well as fully protected pieces. The interval is between the upland and Salmon River and will furnish excellent hay and pasture.

The situation of the farm is excellent, as it is in sight of the entire town, and from it Cobequid Bay and all the surrounding country may be seen. In front of it lie the thousands of acres of the Truro marsh, while off the north, in plain sight, are the fertile farms of Onslow. Altogether it is most admirably adapted for the school, as the students can board in almost any part of the town and still be readily accessible. Visitors to Truro should not fail to see it. They will find it one of the most beautiful spots in the Province, and as soon as the school becomes established on it, undoubtedly, one of the most interesting. Possession will be had in a few weeks, and the school will begin November 15th. It can scarcely be conceived how a more suitable farm for all manner of farming could have been found. Certainly, its situation, so convenient, so pleasing to the eye, and in the vicinity of such fine neighboring farms, is perfect.

The School of Agriculture has a most promising future before it. It adds what it has heretofore so much needed. There is no reason why our farmers should not take advantage of it, and send their sons to obtain that theoretical and practical training which will be of such great advantage to them."

In the fall of 1888, Prof. Smith rented the farm from the Government. While under his management it was greatly improved in fertility, many unsightly structures, dikes and bushes removed, and the land cleared up. He employed Sidney Clarke as Superintendent of the farm for two years and six months. He was followed by E. L. Moore, J. C. Blair and F. L. Fuller. Each of these young men were graduates of the School and gave excellent satisfaction. During the three years Prof. Smith rented the farm there were erected upon it the dairy house and piggery. The work was done by students. In fact, no work was performed upon the place, except a little masonry, during the entire time, but by students. It was the plan of the professor to make the farm in all respects the means of instructing the pupils, and every other object was subservient to this. In the first year the farm produced, approximately, the following crops:—

Hay—23 tons.
 Corn—20 tons
 Some oats and straw.
 Barley—44 bushels.
 Vegetables—\$80 dollars worth.

The fourth year the farm produced:—

Hay—21 tons.
 Corn—30 tons.
 Mangolds—12½ tons.
 Squash—½ ton.
 Vetch—1 ton.
 Rape—1 ton.
 Potatoes—700 bushels.
 Beans—5 bushels.
 Peas and oats—81 bushels; 2305 lbs. straw.
 Oats—120 bushels; 3000 lbs. straw.
 Wheat—45 bushels; 5418 lbs. straw.
 Barley—13 bushels; 1200 lbs. straw.
 Buckwheat—75 bushels; 1500 lbs. straw.
 Rye—12 bushels; 1800 lbs. straw.
 Parsnips—1570 lbs.
 Beets—1890 lbs.
 Turnips—7330 lbs.
 Many vegetables.

During this time the farm brought the Government an income of \$300 three hundred dollars per year.

The following is a list of the experiments which were conducted upon the farm during the period of its rental:—

1. Effects of fertilizers upon grass.
2. Injuries to hay in curing.
3. Varieties of clover.
4. Methods of seeding to clover.
5. Amount of seed to be sown.
6. Varieties of beans.
7. Methods of their culture.
8. Tillage of oats.
9. Fertilizers upon oats.
10. Varieties of oats.
11. Thick or thin seeding for barley.
12. The English horse bean.
13. Culture of Potatoes.
14. Width between rows of potatoes.
15. Whole versus cut potatoes for seed.
16. Sprouted versus unsprouted potatoes for seed.
17. Fertilizers upon potatoes.
18. Growing the following large fruits under different conditions and exposures:—Apples, pears, plums, cherries, peaches, quince, apricot.
19. The following small fruit:—Blackberries, raspberries, gooseberries, currants, grapes.
20. Effect of fertilizers upon onions, cabbage, cauliflower, carrot, beets.
21. Effect of different tillage upon vegetables.
22. Feeding experiments upon milk cows.
23. Feeding experiments upon steers.
24. Feeding experiments upon pigs.
25. Feeding experiments to influence quality of milk.
26. Experiments in butter making.
27. Experiments with insecticides.
28. Investigations into the life and history of various insects:—wire-worm, wheat-midge, cabbage-fly, cabbage-butterfly.
29. Experiments upon the absorptive power of plaster of ammonia.
30. Analyses of large number of fertilizers.
31. Analyses of large number of muds and mucks.
32. Varieties of wheat.
33. Winter wheat.
34. Ensilage versus dry corn as a fodder.
35. The effects of different rotations upon the soil.

The first year the farm stock consisted of three cows and two horses, while the third year there were 13 cows, 3 horses, 2 steers, calves and 60 swine. During this period a large amount of fencing, draining and clearing of land was accomplished, and suitable drive-ways made through the farm. Since 1891 the farm has been managed by F. L. Fuller.

In 1892 a school building was erected on the knoll, just east of the residence on the farm. It cost approximately \$6000, while the heating, furniture and apparatus cost about \$7000. On the 21st of last March, a few minutes after 12, noon, and just after everyone had left the building, a fire was discovered in the roof, near the chimney. A high wind was blowing at the time, and before anyone could reach it, the fire was beyond control. Every effort was made to save the contents, but it burned so rapidly that in a very short time it was consumed. About \$1000 worth of apparatus was saved. The building and contents were insured for \$9000.

With the apparatus saved, rooms were fitted up in the old barn near the house and in the dairy (which was not required for dairy work), and classes held in these during the spring, summer and autumn, till the weather became too cold. Rooms were then rented in a building at the corner of Queen and Revere Streets, Truro, for the use of Normal classes in Agriculture and for the few agricultural students remaining to complete their course.

The fire, occurring as it did ten days before the opening of our regular classes for the year, rendered the year's work very unsatisfactory and reduced the attendance to the minimum. There were at the time of the fire eleven advanced students at work in the school. Most of these left, although some returned later on in the spring, four entered in June, and the attendance reached twenty-six during the summer. The total registration reached forty-seven from Jan. 1st to Nov. 1st, 1898. This includes five who were at the Normal at the same time. On account of the lack of facilities, the course for most of these students was only partially carried out.

I had the pleasure of recommending the following for Agricultural Teachers' Diplomas. They had nearly completed the course before the fire, and in spite of the adverse conditions, finished it this summer:—

Charles Joseph Bruce, Truro.

Albinus W. Horner, Salem, Yarmouth.

Berton Justice Wood, Lakeville, Kings Co.

They each possess all the qualifications necessary. They are first class teachers. They have completed the course in a very satisfactory manner and are qualified to receive the Agricultural Teachers' Diplomas. They receive also the special grant of fifty dollars each for the best five teachers completing the course each year.

LOCAL AGRICULTURAL SCHOOLS.

Forty-nine annual sessions of these local agricultural schools have been held in the province, seventeen in each of the eastern and western parts and fifteen in the central part of the province, since the establishment of these schools. They had a registration of 2330 pupils of whom 1285 received direct agricultural instruction. The value of these schools and of this method of agricultural education can not be too strongly emphasized.

NORMAL STUDENTS' WORK.

Two thousand one hundred and nine Normal students have received instruction in this School. In the earlier days some of this instruction was preparatory for the Provincial examination, but now it is not, and most of the students receive a course covering the following subjects. I give the text-books used although the course is not restricted to them.

Biology,	Laboratory	and	Lectures.	
Soils,	"	"	"	"Soils" by King.
Dairying,	Dairy work	"	"	"Milk and its Products," by Wing.
Gardening,	Garden work	"	"	"Garden Making," by Bailey.
Horticulture,	Orchard work	"	"	"Pruning Book," etc., by Bailey.
Agriculture and Agr. Chemistry		"	"	
Forestry,		"	"	
Entomology, Field work		"	"	

All Normal students attend this school. 149 attended this year.

In closing this report, allow me to call attention to the recommendations I made in previous reports concerning the School. The work that should be done is more than one person can do. The number of instructors should be increased and the character of the instruction broadened so as to include the various industries of the Province as well as Agriculture. When the instruction of the future teachers of the Province is made more efficient and complete in these subjects, our young people will become more interested in this beautiful country, love it and dwell in it as prosperous, true and noble men and women.

H. W. SMITH,
Principal.

APPENDIX B.

REPORTS OF THE INSPECTORS OF SCHOOLS.

DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

G. CREIGHTON, *Inspector*.

SIR:—

I have the honor to submit the following report for the past school year:—

With the exception of Mooseland, I visited all the schools which were in operation. I also paid a second visit to as many of the rural schools as my time would permit.

The improvements made in buildings and equipment in some districts have been very satisfactory. There is, however, much remaining to be done in order to bring all the school buildings up to the required standard.

The following sections completed new buildings during the year: East River, Hackett's Cove, West Lawrencetown, and South Ship Harbor. Ingram River, Beech Hill, Lower Sackville and Ostrea Lake have buildings nearly finished. The school houses at Upper Prospect, Bedford, Caribou Mines, and Grand Lake have been greatly improved, and those at Spry Bay, Eastern Passage, and Three Fathom Harbor have been remodelled so as to be almost as good as new.

Wellington, Arlington, Little River, Brookvale, and Oakfield schools have been provided with modern furniture.

There has been an encouraging increase in the number of good teachers. Four college graduates were engaged in rural sections during the past year. Scholarship is by no means the only requisite in a teacher, but the chief cause of inefficiency in those who cannot be classed as good teachers is the lack of thorough grounding in the subjects of the common school course.

The number of pupils studying High School subjects in the miscellaneous schools was considerably in excess of that of the previous year, and the coming year gives promise of a still larger increase. The work attempted is generally confined to the imperative subjects, so called, and in a few schools it is done well without any serious loss to

the work of the common school grades. Too frequently, however, High School work is undertaken greatly to the detriment of the general progress of the school.

The want of regular supplies of slates, pencils and material for writing and drawing is a very serious hindrance to the work of the rural schools. These supplies, should be provided by sectional assessment.

The subjects embraced in the course of study are, as a general rule, faithfully taught, the success varying with the ability of the teacher. Drawing is practised in all the schools, but adequate instruction in this important subject is given in very few.

The term "Nature Lessons," is too often interpreted to mean the memorizing of disconnected facts, notably those given in the readers under the head of "Useful Knowledge." The efficiency of the reading books would not be seriously impaired were these pages omitted in future editions.

It seems needless to mention all the subjects of the course of study in detail, as in the most of them no very marked changes in methods of instruction can be noted from year to year.

The accompanying statistical tables furnish detailed information respecting each school.

I have the honor to be, sir,

Your obedient servant,

G. CREIGHTON.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR:—

I have the honor to submit the following report on the public schools of Inspectoral District, No. 2, for the year ended July 31st, 1898:—

No new sections have been formed or noteworthy changes in boundaries made. Fortunately for the district, the various boards of commissioners, as at present constituted, are decidedly opposed to the division of sections, and will do so in extreme cases only and when such are clearly in the interest of the schools. A pleasing feature of the commissioners' meeting in North Queens was a unanimous petition from the ratepayers of Fifteen Mile and Middlefield sections, praying

to be united. Such petitions will always be welcome at the board meetings. There are quite a number of instances in this district where a similar union would be decidedly an educational advantage. Although the Board of Commissioners' meetings are held at a busy time of year, and nearly all the commissioners are busy men, there is generally a very fair representation. Some never miss a meeting, and their good tact and sound judgment have in many cases been of invaluable assistance.

The number of schools in operation, teachers employed, pupils registered, and attendance, are given in the following table:—

County.	No. of Schools.	Teachers.	Pupils.	Attendance.
Lunenburg.....	171	184	7465	826,768
Queens.....	60	62	2228	260,188
Total.....	231	246	9693	1,086,956

Allowing for the fact that Indian Reserve Section was included in last and not recognized in this year's statistics, the number of schools in session, teachers employed and pupils registered this year would be exactly the same as last; but the attendance would show an increase of 21,870 days. I regard this increase in attendance particularly encouraging in view of the fact that scores of the schools were virtually closed for weeks on account of an epidemic of measles. The "Compulsory Attendance Act" may be a complete failure in other parts of the Province, but it has had some influence for the better in this district at least. In Lunenburg County the schools were open on an average 200.6 days, and in Queens 199.6 days, the full term being 214 days.

The proportion of population attending school in Lunenburg County was 1 in 4.1, and in Queens 1 in 4.8.

The number of children reported not attending school in Lunenburg County was 759, and in Queens 172.

Of the 246 teachers employed, 78, or nearly one-third, were Normal School graduates.

	A.	B.	C.	D.	Males.	Females.
Lunenburg Co.....	5	16	65	98	21	163
Queens Co.....	1	9	32	20	6	56

AVERAGE ANNUAL SALARIES.

Lunenburg Co.

	A.	B.	C.	D.
Males.....	\$855	\$410	\$240	\$155
Females.....	650	262	220	158

<i>Queens Co.</i>				
Males.....	\$750	\$385	\$243	....
Females.....	.....	278	207	- 145

Compared with last year, salaries are practically the same.

Nine Sections, all in Lunenburg Co., were without school during the year, four of these being in New Ross Settlement. This is about double the usual number for Lunenburg Co. Most of these vacancies were due to exceptional circumstances, as you will observe from my special report to you regarding vacant sections. It is gratifying, however, to know that, at date of writing, seven of these nine have secured teachers for next year.

In Queens Co., every school was in operation and nearly all for the full term—the same last year. This is a splendid record and one of which Queens has reason to be proud.

Beech Hill, No. 25, Chester, a dormant section since the burning of the school house some five years ago is showing signs of life and has a new building well under way.

What promises to be a new section is fast growing up around the works of the Brookfield Mining Co., in North Queens. At present, it is within the bounds of North Brookfield Section.

Steady progress along the line of improved school accommodation has been made during the past year. East Port L'Hebert, a very small and poor section on the western border of Queens Co., with only a half dozen families, had the misfortune to lose the school house by fire in June last. The school was continued in a private house, and with commendable pluck and energy, the rate payers proceeded to rebuild and will have a new school house completed and furnished and school open the first of the new term.

As you are aware, the Liverpool Academy was accidentally burnt in February last. The best available accommodation was promptly secured by the School Board and the different departments continued without any loss of time. A new building with seven class-rooms, laboratory, library, etc., is now in process of construction and is expected to be ready for occupancy by the first of October.

Bridgewater has commenced a new building to take the place of the temporary room in use for some years in the northeastern part of the section. Of late years, this section is coming to the front in the way of school accommodation. Two years ago, a building similar to the one above mentioned was erected in the northwestern part of the section. During the past year, the Central Building has been renovated, painted and otherwise improved. It is the policy of the trustees to re-furnish at least one room every year with the very best of modern furniture.



COUNTY ACADEMY AND PUBLIC SCHOOL, LIVERPOOL, N. S. 1898.

North West, No. 22, Lunenburg and New Dublin, a rural section, has completed a new school house equal to any of its class in the county. It is completely furnished with patent seats and desks and cost about \$700.

Crousetown, No. 78, is also building a new school house, to be ready in the early part of the ensuing term.

A considerable number of sections have repaired and improved their buildings. Among these may be mentioned Pleasant River, Kempt, Hunt's Point and West Berlin, in Queens Co.; and Charing Cross, East Chester, Cookville, Broad Cove and Bell's Island, in Lunenburg Co. School furniture of the very best pattern has been procured by Pleasantville, Middle LaHave, Lower Rose Bay and 2nd Peninsula. Other sections have made smaller repairs and have improved their grounds.

While referring to the matter of accommodation, I may say that a book of plans of the various classes of school buildings is greatly needed. A work on School Architecture, published by the Deputy Minister of Education for Ontario several years ago, has been of some assistance, but nearly all the rural school houses lately built have been from plans designed by myself and a competent builder. In the preparation of such plans, due regard should be had to heating and ventilation.

As a rule, the schools are not abundantly stocked with apparatus. The supply generally, though not always, corresponds with the wealth of the section. All have the necessary outfit of maps and less expensive materials. The complaint of lack of apparatus very frequently comes from the teacher who makes poor use of what there is. I notice that the intelligent and tactful teacher, who makes herself a really necessary factor in the school and section, gets anything she wants simply for the asking.

While speaking encouragingly as to improved conditions in school affairs generally, I do not wish to convey the impression that everything is satisfactory. Much yet remains to be done, but we are moving in the right direction and at a pace in keeping with the times and circumstances of the sections.

The amount of High School work is increasing from year to year. At the three examination stations in this district there were 244 candidates representing 5 A's, 40 B's, 94 C's and 105 D's. This is in marked contrast to the 87 candidates of five years ago. In a former report, I complained of the large amount of time taken for High School work in many of the miscellaneous schools. This evil is on the increase and seriously effects the legitimate work of many of these schools. All will admit that the eight grades of the common school course is as much as any teacher can manage efficiently, and yet many miscellaneous schools, with all the common school grades, attempt two and sometimes three grades of High School work. A large

part of the school time and the best energy of the teacher are spent in preparing a few candidates for examination and the very pupils for whom this class of school is intended, are neglected. Besides, common schools cannot do High School work as it should be done, while the County Academies and other High Schools are specially supported and specially equipped for such work. Would it not be advisable to require all candidates above Grade D to receive instruction at a recognized High School? This would not only insure sounder scholarship, but would give many of our future teachers one or two years of excellent training under our most skilful teachers.

The work of the schools throughout the district has been more satisfactory than in any previous year. More and better real teaching has been done. The influence of the constantly increasing number of Normal trained teachers is being felt. Trustees are becoming more careful in the selection of teachers and consequently a smaller number of poor teachers find employment. I must, however, again express dissatisfaction with the results in reading and writing. I know that not a few of the teachers are poor writers and fear that the same may safely be said of them as readers—in fact, some frankly admit their weakness in one or both respects. This being the case, it is perhaps too much to expect good work in these subjects from their pupils. I think that the High School and the Normal School in which so many of the teachers are being trained could do much towards bringing about an improvement in these two most important subjects.

The Nature Observation Sheets are doing much to encourage the study of Nature in the schools. In many cases the pupils really take the lead. The work done by some of the teachers and pupils and the knowledge gained thereby concerning the flora and birds of the sections are really surprising. The number of schools sending in observations this year is nearly three times that of last. I think you will be interested in examining some of the best sheets.

With two exceptions, I visited all the schools in session at the time of my visitation, and a number of them a second time. The severe snowstorm of February, completely blocking the roads, prevented me at that time from reaching the two not visited. I attempted to reach them again in June, but was notified that one of them was closed, and considered it unwise to undertake a twenty-five mile drive in a rainstorm in order to reach the other and perhaps find it also closed.

For more detailed information, I must refer you to the statistical tables and notes of inspection.

Your obedient servant,

H. H. MACINTOSH.

A. H. MACKAY, Esq., LL. D.,

Superintendent of Education.

DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector*.

SIR :—

With the exception of Blanche in Barrington, and Canaan in Yarmouth, most of the sections had their schools in operation the whole year, excluding of course Morris' Island and MacNutt's Island, which are still without school houses. Three sections had graded school for the first time—Upper Port LaTour, Baccaro and Sandford. On the other hand, Upper West Pubnico, Lower Wedge and Middle Wedge, which usually maintain graded schools, were obliged to be satisfied with one department each, as suitable teachers could not be had for the primary rooms. At Lower Wood's Harbor a third department was organized, and still there is lack of room. How to provide ample accommodation for that growing place is a problem to tax the ingenuity of the trustees. A similar problem faces the ratepayers of Clark's Harbor, where there are four departments, as the lower primary is entirely too crowded.

A few more sections need graded schools, such as Tusket Hill and Sluice Point, but as the school houses are too good to be condemned and too small for two apartments, one hardly knows what to recommend.

A few schools in this district are very small, the smallest being Big Port L'Herbert, which registers 8 names; Little P. L'Herbert, 4; and Hamilton, 6. In the second named section I asked some ratepayers how it was that the school was kept running with so few children to attend. The reply is worthy of notice: "The parents of the present children supported the school when we were educating our children, and now we are bound in honor to help them to provide a school." I regret to say that there are sections in which this sense of justice does not exist. As soon as the direct benefit is no longer needed, some persons are not ashamed to take an attitude of indifference, if not of hostility, to the school. They would not vote to abolish the school, they would simply starve it out of existence. In District No. 3 there are 20 "poor sections," which draw the special grants—9 in Yarmouth Municipality, 3 in Argyle, 4 in Barrington, and 4 in Shelburne. The poor sections, I may say, receive the particular attention of the several Boards of School Commissioners, and now and then, as circumstances may warrant, one is dropped. In Yarmouth Municipality the lowest valuation of sectional property is \$3707, and the highest \$12,500, average \$8581; while in Argyle the lowest is \$4420, and the highest \$8500, the average being \$6232. In Barrington the extreme valuations are \$2500 and \$10,470, the average \$5541; and in Shelburne \$2450 and \$13,210, average \$7681. Two sections were put on the Shelburne list in order to meet a particular emergency,

and as the necessity is temporary, they will at an early day take their place as ordinary sections. In Shelburne County there are several sections whose valuations are less than some of those receiving the special grants, and yet the ratepayers are content to have their sections as they are. Indeed, I believe they would scout the proposal to apply for the extra grants, having an undefined idea that a "poor section" must have some affinity to the "poor house."

As regards new buildings, the school house at West Green Harbor was finished and occupied in September, and a foundation laid at Black Point. The present school house is poor, but it is a credit to the people that they did not wait for the school commissioners to condemn it. I have referred so often to West Green Harbor that the name must be familiar to you. Some years ago the school house, occupied less than a year, was burned down—the work of an incendiary—and after three or four years, during which there was no school in the section, another more centrally situated took its place. That was the first woe—another came quickly. The trustees committed to jail three ratepayers for refusal to pay their taxes, the several sums amounting to less than six dollars. A lawsuit followed, which went against the trustees with "costs," adding to their obligations six or seven hundred dollars. As the section is very poor, much sympathy is felt for the sufferers. And what aggravates their case is the fact that their own acts were proper and legal, while the warrant issued by the local "justice" was characterized by the judge as no warrant at all. Morally, they are not liable for that money, but the blundering "justice," who seems to have gone about this business with such ignorance or carelessness, should be held responsible. It seems to me that "British justice" will lose its reputation if its machinery is to be entrusted to men of this stamp. Many people think that there should be an official in every county, capable of doing such work in a proper way and answerable to the authority that appointed him.

Probably there are not half a dozen buildings in the two counties which deserve to be condemned as unfit for use, and with a moderate expense an equal number could be made convenient and comfortable. I had almost forgotten to refer to the great improvement made on Baccaro school house. The building is new, and though large, it was insufficient for the wants of the section. Last year the annual meeting provided funds for an annex, which was completed in time for the opening of school. As good judgment was used in planning, the symmetry of the building has been well preserved. It is pleasant to add that the trustees having secured the services of two energetic young teachers, I found the school doing good work.

Most of the schools are fairly well supplied with apparatus. Cannot the scope of "the Inspector's Certificate" be widened by taking in the recommendations of the Inspector at the time of his visit, such as a proper supply of maps, etc., decent conditions of outbuildings, repairs

on rooms, etc.? Nothing would sharpen the wits of trustees like conditioning the payment of the county fund on the carrying out of the law in these respects. As to apparatus for High School work, barring the academies and a few schools doing academic work chiefly, there is utter destitution. It is truly painful to see pupils struggling through "Williams' Chemistry" or "Gage's Physics" on the strength of their memory, most of whom go up to the examination without ever seeing a chemical experiment. Teachers and trustees, who are ambitious enough to have High School classes, should be required to show that they have the proper means at hand to teach the scientific subjects advantageously.

It is time now to speak of the work of the schools. As I make a review of the schools visited during the year and compare their conditions with those of former years, I have no hesitation in saying there is marked improvement. There is more instruction in the teaching, the pupils' attention is more intelligently fixed on the subjects before them, and a lesson is not exhausted until it is received and appropriated. At my visits I inquire into the amount of work done up to the date of my visit, and spend a fair share of the time in testing its thoroughness. The difference between "hearing" lessons and teaching them is more manifest, and teachers have the courage to rely on their own mental stores, and are less trammelled with book in hand.

There is seen great improvement in the mode of teaching "Nature Lessons." Teachers have learned that these lessons mean things, not words merely, and consequently the object under consideration is in view of the pupils. In a word, the lessons are learned from nature and the pupils' knowledge is enriched by their own personal observation.

While the various subjects of the course make up the year's work, the "three R's" receive the greatest amount of time. To be a good penman, a correct speller, a distinct and intelligent reader, and to be apt in figures is considered in this district the best of acquisitions, and to this all the other attainments, though useful and instructive are subordinate.

One does not often hear of trouble in the schools caused by disobedient and wilful children. When cases do occur, they are quickly settled if trustees do their duty and act with firmness. In other cases a weak parent, in order to satisfy "the boy" and indulge his wayward humor withdraws him from school. In this way two wrongs are done: The boy loses the chance of getting the education he will need in after life, and his bad disposition is confirmed. There are boys in sections I could name, now nearing manhood, who do not know the multiplication table, because, not having their own way in school (the dear children!) they left with the approval of their parents. Notwithstanding the development promised by evolutionists, human nature is ascending

the arc, as they term it, at a provokingly slow rate. Themistocles, more than two thousand years ago, astonished his friends one day by remarking that his son, probably a lad twelve years old, ruled Athens. His explanation was that, as a matter of fact, he himself ruled Athens, but then his wife ruled him, and the son ruled the mother.

At Yarmouth Station the number of candidates was the same as for last year, but in Shelburne Co. there was an increase. In spite of the fact that Barrington Municipality has no High School, 40 candidates were entered for examination. This proves that a great deal of academic work is done in the common schools, and notably in the graded schools, in most of which pupils are doing ninth and tenth grade work, and once in a while even eleventh grade work. Indeed, it is only fair to state that the advanced departments are as a rule very efficient.

In the town of Yarmouth all the schools are graded—the Central, with 12 departments, including the County Academy; Lower Town, 8; Milton, 7; and Salem, 2. They are well organized, and pupils are graded from room to room with a view to enter the Academy. Of course many drop out in the way and will never see the Academy. Of late years the attendance at the Academy has been much larger and there are classes in all the grades. There is a breadth to the teaching which covers much more than the wording of the course of study, and pupils are stimulated to seek knowledge outside their school books. The provincial examination comes in simply as an incident in the year's work. Last year the Shelburne County Academy had a larger attendance from rural sections than at any previous year. Forty pupils were registered and were classed thus: D, 13; C, 18; and B, 19. A few take the Ancient Classics. I have reason to believe that there are few stations at which candidates have made a better showing at the provincial examination. About a dozen took the M. P. Q. examination with the intention of making teaching their calling. Most of the candidates are pupils of the Academy. Lockeport school sustains its reputation for good work. It is well equipped with apparatus and has a large mineralogical collection. Few schools can make a better showing in the Ancient Classics. A good many pupils qualify for teaching.

However it may be in other places, in this district the supply of teachers is hardly equal to the demand. In the event of a teacher's health failing, there is much difficulty in finding a substitute. In some instances the schools had to be closed. Even if the ranks were full, they would soon be thinned by changes that are ever going on. Sometimes they take to other employments or go to other districts; sometimes death makes a breach, and the offer of a desirable lifelong partnership allures many from the schoolroom.

Mr. I. E. Bateaux, who was Principal of Port Maitland School for twelve years, has resigned in order to take a department in the Truro

Academy. Mr. Barteaux is a fine teacher, and uses good judgment in the grading of pupils. Under his management, the schools made excellent progress, and the attainments of his own department rose far above what they had ever been before. There is just one feeling in the section—that of regret for his leaving.

Near the Christmas holidays, Mr. A. B. Huestis, Class B, was cut off by pneumonia. He had taught for five years the advanced department of Lower Wood's Harbor School, and was a successful teacher. He was much respected, and will be remembered long for his good work outside the schoolroom.

A word, before closing, in regard to the French schools. No people are more anxious to keep their schools working than the French. It is a rare thing to find a French school closed, and when it happens, it is a case of necessity. Taking licenses of the same class, their teachers are paid fully as well as the English teachers. At Upper and Lower Pubnico (East) they have good graded schools, and there are pupils doing High School work. At El Brook there was a class of eight girls in the ninth grade. In this department the pupils get an excellent training in Arithmetic. At Upper West Pubnico the school was under a disadvantage, being miscellaneous. The Middle West, No. 31, is well taught in both departments, but there are no advanced pupils. The great drawback in French schools is the too early leaving of pupils, boys in particular. As a rule, they leave school when 12 years old, some at a younger age. At the Wedge there was only one school graded. Mr. John LeBlanc, the Principal, is very painstaking. There are some fine school houses in French sections.

With sentiments of sincere respect,

I have the honor to remain,

Your obedient servant,

JAMES H. MUNRO.

To A. H. MACKAY, Esq., LL. D.,
Superintendent of Education.

DISTRICT NO. 4—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR :—

The following general report on the state of the public schools of Inspectoral District, No. 4, for the year ended July 31st, 1898, is hereby submitted :

On the 9th of December the school house in Douglas Section, No. 9, Annapolis East, was destroyed by fire, and as a consequence, the school in that section ceased from that date. Under the circumstances the public grants were allowed to the teacher and to the section until the winter holidays. Immediate steps were taken to rebuild, and at this writing a new school house has been erected and is occupied. In three other sections recently organized, and which have never had schools, efforts are being put forth to provide suitable school buildings, and it is hoped that the small appropriations set apart from the county fund will render such efforts successful.

The school house in St. Croix Section, No. 14, Annapolis East, as reported last year, was condemned in May, 1897. At the annual meeting in that year the ratepayers failed to vote funds for a new building. There was no school in this section during the year on that account. At the meeting of the Board of Commissioners, in May last, a large delegation from the said section was present and asked the Board to reconsider their previous vote of condemnation and to allow the section to repair the old building. The Board unanimously declined to reconsider their former action. At the last annual meeting the ratepayers still refuse to vote funds for a new school house. It was thought advisable by the Trustees, on my advice, not to apply to the commissioners to vote money for a new school house under section 50 of the law, as it is questionable whether that section was intended to authorize commissioners to vote money for other than ordinary school purposes. In the meantime, as there are about thirty children in the section of school age, permission has been granted to hold school in the old building during the next ensuing school year, in the hope that the ratepayers will soon reconsider their action and vote the necessary appropriation for a new school house. It is but just to state that an influential minority are strongly in favor of such a course.

As there are new school houses being erected each year in various parts of the Province, it seems to me to be necessary that prescribed plans should be issued for the guidance of Trustees. Such plans would be highly beneficial and would tend to secure the erection of a better class of buildings in the rural districts. The comments regarding school accommodation, to be found in the School Manual, are not sufficient without the addition of prescribed plans. It is to be hoped that the Council of Public Instruction will, in the near future, authorize the preparation of such a book as suggested.

No improvement can be reported in the supply of apparatus and in the general equipment of a majority of the schools. A few schools are fairly up to the standard in this respect. Trustees have been requested in many instances to furnish more apparatus, but the ratepayers failed to vote the necessary funds. If the payment of the county grant should be stopped until all essential apparatus has been provided, it would be productive of much good. The fulfilment of the require-

ments of Regulation 1, regarding school accommodation and equipment, will be urged more strenuously in future.

The number of School Sections is *one less* than was reported last year. Of the 189 sections into which the Independent District had been divided, Inglewood Section No. 30, Annapolis East has virtually ceased to exist. It has been partially included within the corporate limits of the Town of Bridgetown. This section was an anomaly in its formation, and its existence was never formally sanctioned by the Council of Public Instruction. Its school house is unfit for further use and its organization as a section has ceased. There are, therefore, now but 188 sections in this district, of which number, *eleven* were without schools during the year. *Fifty-three* sections were classed as "poor sections." A few sections were permitted to have schools for less than a full year, and a few others were without schools part of the year from unavoidable causes.

The opening of an Examination Station at Middleton this year was opportune. The number of candidates applying for examination at that station was *eighty-five*, which was the largest number seeking examination at any station in this district. It resulted in relieving Bridgetown Station which hitherto had been overcrowded. The total number applying for examination at the five stations in this district was 348—an increase over any previous year. As usual a considerable number of these candidates were prepared in the miscellaneous schools in which the opportunities afforded for doing High School work are not as great as can be found in the graded schools and academies. In a few instances the candidates from miscellaneous schools acquitted themselves as well as those from the High Schools. This may have been the result of superior ability and diligence on the part of the candidates, or it may have been accomplished at the sacrifice of the interest of the lower grades on the part of the teacher. In most miscellaneous schools all, or nearly all, the common school grades are represented. In such cases teachers cannot properly instruct one or more High School grades in addition without neglecting to some extent the other pupils. It would, therefore, seem to be for the interest of the many that the comparatively few High School students in the miscellaneous schools should be encouraged as far as possible to seek admission to the Connty Academies.

The course of study is being fairly well followed—as well, perhaps, as the diversity in the training and ability of the various teachers will permit. There is a tendency, however, on the part of the inferior class of teachers to promote pupils to a higher grade before they are properly qualified for promotion; and this tendency may no doubt be strengthened by the desire to lead parents to think that their children are making rapid progress. A well-qualified, conscientious and thorough teacher, succeeding one of these, often finds difficulty in bringing the

school back to normal condition, and may thereby incur the adverse criticism of parents who may not be competent judges of the progress of the school. This will always be the case as long as such diversity exists in the training, experience and ability of teachers. Some teachers *cannot sing* and have no aptitude for music, and to them Tonic-Sol-Fa is the bugbear of the course. Some of these do not attempt to teach music, and if they did, it is probable that their efforts would result in failure. Other teachers, especially in the rural districts, have very few calisthenic exercises, and they attempt to excuse their delinquency in this respect by saying that the children get plenty of exercise when out of school. The Nature Lessons receive attention in proportion to the ability and experience of the teachers, and this is partially true with other subjects. I have attempted, as far as possible, to impress upon teachers the value of all the subjects of the course, and the necessity of doing something therein in order that they may be in a position to affirm under oath as they are required to do, that they have taught their schools "according to law."

Eight thousand eight hundred and fifty-six children, between five and fifteen years of age, were reported to be living in those sections having schools. This number is doubtless *approximately* correct. Of this number, 524 were reported as not having attended school during the year. The registered attendance, however, was 9576, being *one* more than last year. As 216 children were enrolled before they were five years of age, there must, therefore, have been 1028 pupils in attendance whose age exceeded fifteen years. The average daily attendance was 5268.6, being 55 per cent of the number enrolled. As a large number of the older pupils did not enter the schools at the beginning of the year and left before the close thereof, the actual percentage of attendance of those on the registers at any given time must have been considerably larger than the figures given.

Since the enactment of the Optional Compulsory Attendance Law, it has been adopted in 109 sections in this Inspectoral District. *Seven* sections adopted it for the first time at the annual meetings in June last. *Seventy-nine* sections have never adopted it. It is unsatisfactory to be obliged to report no material increase in the enrolment of pupils or in the average daily attendance, as the result of its adoption. This may be due, partly at least, to the unwillingness of trustees to enforce the penalty for non-attendance without favor or partiality, and partly to the fact that the violators of the law are chiefly among the class from whom it would be difficult to collect fines if imposed. With one or two exceptions, no attempts to impose the penalty for non-attendance have come to my notice. Under existing circumstances, the present compulsory law is not a success. It might be difficult to frame any law which would remedy the evils of truancy, unless provision be made for the employment of a special officer to enforce the same. This, however, would be virtually impossible in country sections as they now exist.

From what has been said regarding the proper enforcement of the present compulsory attendance law, it might be well to consider whether this and other defects of our school system might not be remedied—partially at least—by the abolition of existing school sections and by the formation of sections having a much larger extent of territory under the control of one Board of Trustees. Possibly the limits of existing Townships might not be too large for each section. By that means large graded schools could be established at convenient centres,—the Concord System of conveying pupils to school beyond certain limits could be introduced,—teachers would be able to do more efficient work than can now be accomplished in miscellaneous schools,—fewer teachers would be required,—taxation would be equalized,—and in the thinly populated portions of the Province one good teacher would be able to accomplish the work now required to be done by two or three. These benefits and probably others not mentioned, could be attained without any material increase of taxation, and sections would then be in a position to employ an officer to enforce any system of compulsory attendance which might be adopted. It might also tend to abolish the vicious habit, which prevails in some places, of engaging the cheapest teacher that offers, regardless of class or license, experience or competency.

The meetings of the *nineteenth* annual session of the Teachers' Institute of this District were held in the Masonic Hall at Annapolis, on the 19th and 20th days of May. As no Institutes have been organized in Inspectoral Districts Nos. 2 and 3, permission was granted to the teachers of those districts to attend our meetings under existing regulations, and as a result thereof a comparatively large delegation came from Lunenburg and Yarmouth and one from Shelburne. The attendance at our meetings was consequently the largest in the history of the Institute. A full programme was presented, embracing in addition to incidental subjects which came up for discussion, the following papers and lessons:—

1. Practical Teaching, (paper)..Principal H. W. Messenger.
2. Botany, (an oral lesson).....Miss C. Louise Harris.
3. Corporal punishment, (paper).....Miss Mabelle Fash.
4. Mathematical Drawing, (lesson)... ..Prof. Macdonald.
5. Tonic-Sol-Fa, (paper and lesson)..Miss Adelaide M. Parker.
6. A Science Talk.....Principal Starratt.
7. Mathematics, (lesson).....Principal Bradford.
8. Literature, (Lycidas).....Principal McVicar.
9. Roentgen or X Rays.....Prof. Haley.

A public meeting, at which the President of the Institute presided, was held in the Academy of Music, which was crowded to its utmost capacity. The principal speaker was the Hon. Dr. Longley, the Attorney-General, who held the close attendance of the audience while

he discussed some phases of the educational problem. Addresses were also given by Mayor Gillis, Prof. Macdonald, Prof. Haley and Rev. E. B. Moore. The proceedings were interspersed with selections of music finely rendered by a choir chosen from the pupils of the Annapolis schools under the direction of Miss Schaffner. At the close of the meeting an exhibition of the X Rays was given by Prof. Haley. The meetings of the Institute were highly appreciated by those in attendance and were no doubt productive of much benefit. The presence of Hon. Dr. Longley the Attorney-General, of Prof. Haley of Acadia College, of Prof. Macdonald of the Normal School, of Principal Bradford of St. Andrew's School, of Principal Starratt of Yarmouth and of Supervisor McKay, of Halifax, was much appreciated. The absence of the Supt. of Education and of Principal Cameron of Yarmouth, who were expected to be present, was regretted.

I am unable to report in how many sections Arbor Day was observed. Nine teachers only sent in reports of the exercises of their schools and of the improvements made on that day. I believe, however, that it was appropriately observed in a fair proportion of the schools of the district.

The County Academy at Annapolis was taught by Principal McVicar who has had charge of that Institution for nine years. The attendance was fair, considering the fact that so much High School work is being done in other schools of the county. The opening of St. Andrew's School in the town—a private academy conducted by Principal Bradford—drew away a few pupils who would otherwise have attended the County Academy. That the work in this Academy during the year was well and successfully done goes without saying. I regret to state that Principal McVicar has tendered his resignation to the Board of Commissioners and that his connection with this Academy was severed at the end of the year. He was a gentleman of fine presence and address, a fine scholar and a superior teacher, and his absence will be regretted in this district.

At Digby, the County Academy was taught by Principal H. B. Hogg. Successful work has been done during the year. The attendance has increased and more interest in the work of this Academy under his management has been developed than had been the case for several years previous. Principal Hogg has succeeded in founding a library and a gymnasium in connection with the school, both of which have tended to increase the interest and enthusiasm of his pupils. He has also made a vigorous canvass of the English districts of the County and hopes to succeed in so increasing the attendance as to warrant the engagement next year of a second Class A teacher.

The County Academy for Clare at Church Point was presided over by Principal Benoit. He was assisted by Mr. A. G. Pothier who holds a Grade A certificate, and by Mr. W. F. McKinnon. In addition to

these, the Professors of Ste. Anne College taught Latin and Greek to the students taking those subjects. The work of the Academy was well done. The division of labor resulting from the staff of teachers employed gives this Academy a decided advantage over the other Academies of this District. The exclusion of female students from the classes of this Academy is a serious defect in its management, and prevents the accomplishment of the full measure of usefulness which would be achieved under other conditions. A few female students, however, in the Convent building not far distant receive some assistance from the teaching staff of the Academy. If these had been admitted to full privileges, as the law contemplates, the number of licensed French teachers would, I believe, now equal the demand.

All schools were inspected once during the year and a few received a second visit. As my Notes of Inspection are sent to you for your information it will not be necessary to report further regarding individual schools. It will suffice to state that schools of various degrees of efficiency were found. In view of the fact that *thirty-five* of the teachers employed were without previous experience, the number of poor schools was small.

Owing to the scarcity of French teachers in Clare, *fourteen* schools were placed in charge of persons holding "*permissive licenses*." Some of these were possessed of previous experience in teaching and did good work in the elementary branches. The decision of the Education Department to abolish these licenses at the end of this year, if possible, is a move in the right direction. It will stimulate those who wish to teach to renewed effort to fit themselves for the work, and will tend to increase the efficiency of the French schools.

As the school law is expected to be revised and consolidated during the ensuing year it would be judicious to increase the duties of the various Boards of District Commissioners by giving them power to unite two or more adjoining sections where necessary, irrespective of an application for that purpose to be made by a majority of the rate-payers of each section as now required. By this means it would be possible to remedy some of the mistakes formerly made. It might be well, moreover, to revise Section 50 of the law and give commissioners explicit power to vote money for building school-houses in cases in which a majority of the rate-payers refuse to do so.

With very few exceptions the registers have been carefully and correctly kept and the returns, which are expected to be copied therefrom, were equally correct. In two or three instances only, were returns sent back for revision or completion. In a few instances absurd mistakes were made in filling out the form of oath on the returns of miscellaneous schools. These errors were due, no doubt, to haste or carelessness, and were not intentional. Such mistakes, however, should not occur in any document which is required to be verified by oath

As nothing further occurs to me at present worthy of special notice,
I beg leave to subscribe myself,

Your obedient servant,

L. S. MORSE.

A. H. MACKAY, LL. D.,
Superintendent of Education.

DISTRICT, No. 5.—HANTS AND KINGS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR:—

I herewith respectfully submit my annual report of the schools in Hants and Kings for the year ended July, 1898:

By means of the following tables I wish to call attention to some interesting items, also found in the tables of statistics forwarded at the same time;

COUNTY.	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants	122	137	4766	525098
Kings	122	135	5214	559490
Total 1898.....	244	272	9980	1084588
“ 1897.....	244	267	10257	1064361
Increase .....	.....	5	.....	20227
Decrease .....	.....	.....	277	.....

TEACHERS.

COUNTY.	A.	B.	C.	D.	Male.	Female.	Total.
Hants	3	24	59	51	26	111	137
Kings	7	35	52	41	28	107	135
Total 1898.....	10	59	111	92	54	218	272
“ 1897.....	9	47	127	84	48	219	267
Increase	1	12	.....	8	6	.....	5
Decrease .....	.....	.....	16	.....	.....	1	.....

In these two tables I have compared some important items of

the year 1898 with those of the year 1897. An increase of five in the number of teachers and 20227 days in the attendance will be seen in the first table. The second table shows an increase of one in the Class A, and twelve in the Class B teachers. I note this as indicating the tendency to engage the higher classes of teachers when it can be done.

One hundred and three are reported as holding Normal School Diplomas, which is an increase of three over last year.

Ninety-two taught in the same section as last year, an increase of eight.

There were forty-five new teachers employed, as against sixty-nine last year, a decrease of fourteen.

All these items signify a healthy condition of the educational sentiment in the district.

I have filled and forwarded to you a table giving statistics of sections without school during the past year. Many of these are sections only in name, and as they have either not organized for school work, or their conditions have been so changed as to make school almost impossible or unnecessary, I have not been reporting them among the sections as expected to have school. I have reported only those where school was expected. I wish now to make some further reference to these.

In East Hants are three sections—Glencoe, Rawdon Gold Mines, and the Manganese Mines—in which I do not expect school till the conditions are very much changed. The first has no school house fit for school, about seven children, and so small an amount of assessable property as to make school almost beyond the reach of the people. The next two are mining districts, and operations at the mines have ceased and all the families have removed from the place. Should there be revival of this industry or some new lead discovered, a school will be needed at short notice.

There are also three sections in West Hants—Stillwater, Crystal Wave and Lakelands—in which no school is expected. The second has no school house, and the other two none fit for use. All of them have a small number of children. In the case of these six sections in Hants, it is not impossible for them to send to the adjoining sections. It is not, of course, convenient, but it will be better than their present condition.

There are eight nominal sections in Kings, viz.: Fairview, Black Rock Mountain, Australia, East Pereaux Mt., Mountain Home, North River, Conqueral, and Long Beach. The last three have no school houses; the others have poor houses and are poor sections in every sense of the term. Fairview and Conqueral are making efforts to build. All these, with great effort, might have school for a short por-

tion of each year. Knowing their condition, I would be satisfied if they could provide school for six months, and in some cases, for three months, of each year. Some of the children from most of these sections attend other schools part of the time. I have visited them and extracted promises in some cases that they would **start** school. Others are very indifferent.

To appeal to these sections in the strongest possible way and thus stimulate them to bestir themselves and establish schools, I would recommend that the law be changed to empower school commissioners to suspend sectional powers from all sections neglecting or refusing to provide school for not less than six months of each year, unless by consent of the Inspector; and after one year shall pass without school the commissioners may attach such sections to the adjoining sections, temporarily, where they will be taxed for and have the privilege of school until such time as they can convince the commissioners of their intention to sustain school for themselves if given full power to do so.

I am confident that several of the sections named above will, under this kind of treatment, find it to their interest to establish schools. In the case of those having few or no children, they should be brought into line and required to do their part in sustaining schools for the benefit of the country in which they live. The principle of free schools, supported by general assessment of all property, is conceded by everybody; therefore there can be no argument urged in favor of exempting communities which prefer not to have school for themselves. I am sure the time has come for a radical change in these inactive sections.

The teachers, as a whole, have shown a good degree of faithfulness, and have exerted themselves to interest and teach the pupils committed to their care. These labors have been attended with good results. Almost all the schools have maintained their standing, and in some cases there has been an advance made upon former good records.

The times are changing, and as competition in all the industries becomes sharp and new industries open up, there arises the necessity of preparation to meet the demands of the times. Those who know most and can turn their knowledge to best account, are the ones who will win the race in the competition. It may be a pertinent question to ask how far the public schools are expected to meet this want.

The three R's and other elementary subjects, must, of course, come in for their full complement of time; but as Oral Lessons, the Elements of Chemistry, Physiology, Physics and other Natural History subjects may be taught to advantage in the early stages of a child's school life, they must be taught largely by experiments and without a text-book. The pupils will in this way become acquainted with the nature of things all around them, and almost imperceptibly lay the foundation for the study of these and kindred subjects by the time

their minds are sufficiently mature to comprehend more of the secrets of these sciences. I think it may be found that pupils will receive a bent from such lessons, conducted in the right way, that will decide their life work. Teachers who attend the Normal School and the School of Horticulture can get a pretty good knowledge of tree culture and many of the agricultural processes. What more natural than to give this information to their schools in the form of Oral and Object Lessons? The setting of trees, grafting, pruning, spraying, etc., can be taught practically in their season. What will prove more interesting and profitable than to take the school into the orchard occasionally to see these things done and to practice under the direction of their teacher? The study of insects and fruit pests, too, which is now expected to receive some attention, can be better conducted by going into the field where the insects are at work and learning their habits and how to destroy them than in any other way. The canker worm, the caterpillar, the San Jose scale, and the potato beetle are much talked of among farmers and orchardists. Let the pupils of public schools in farming districts be made familiar with their appearance and habits, as well as with the methods of exterminating these pests.

The miscellaneous schools, from their number and the amount of work required of them, need the careful fostering care of school officials. A better supply of books and material to work with, put in at the opening of the school, would make them much more efficient than now. When these schools open, and for two or three months afterwards, nearly one-third of the pupils are not supplied with drawing and copy books, slates, pens, pencils, etc., as they should be at the outset. As I have before urged, I would have these small things supplied by the trustees at the opening of the school.

Notwithstanding all the hindrances, work of a superior character is done in many of these miscellaneous schools.

This district has 28 graded schools, representing 80 departments. In these schools are enrolled 3567 pupils, who have made an attendance of 430,738 days. These numbers represent considerably more than one-third of the whole number of pupils and attendance in the two counties. I am urging sections having large miscellaneous schools to grade into two departments, and some will do so for the incoming year. A large part of the work of preparing for the High School examinations is done in the academic departments of these schools and in the County Academies. In nine out of ten of the miscellaneous schools there is more work in the common school subjects than the teachers can do well. I am fully convinced that a system of grouping schools in rural districts and establishing one good central High School for all the pupils above grade VIII., will prove of great advantage in the saving of expense and in the increased progress of the pupils. As it is now, a dozen schools that might be thrown into one group have in each of them a few High School pupils, who need, and in many cases get, one-half of the teacher's time. In a central High School all these can be taught by one teacher, and the remainder will

receive the attention they need in a smaller number of schools than now are kept up in these sections. The matter of providing a way for these pupils to reach the central school will not cost one-tenth of what is lost by our present system. Let the grouping of rural schools be our next improvement.

The Kings County Academy, in Kentville, has had one of its best years. Four Class A teachers have been employed and the grant of \$1500 secured. The school was classed as follows: Grade IX., 43; X., 31; XI., 27; XII., 14; total, 115. With only four teachers doing the work of the eight elementary grades connected with this school, and with good and efficient High Schools within from seven to twelve miles distant in all directions, the attendance and progress in this Academy has been phenomenal. Seven of Grade XII., from this school, wrote at the last examination and six captured the Grade A. A large percentage of the B candidates were also successful.

The Hants County Academy has had a very broken year, caused by the great fire which destroyed the town, including the school buildings. Out of eleven teachers, six taught in temporary buildings for a large portion of the time between Oct. 17th, the time of the fire, and July, the date of closing. By these six teachers all the grades were kept intact and kept up to the work with a fair degree of success. Thus the best possible was done for the school. The people of Windsor have shown their faith in the future of the town by pressing forward with the school house contracted for previous to the fire. It is now expected that one of the best school buildings in the Province will be opened in the *new town* of Windsor by the 1st of November next. The pluck and keen foresight of Windsor, in its attitude towards its schools under the most adverse circumstances, is to be highly commended.

The High School of Maitland, Hants County, employed Mr. J. S. Layton an A teacher, and received the academic grant under section 37, School Act. The trustees have provided a fair amount of apparatus, etc., during the year to keep the school up to the requirements. They have also made provision at the last annual meeting for improvements in the buildings and for better equipment of the school so as to keep it fully up to similar schools throughout the Province.

Lower Canard, in Kings County, also had an A teacher for a part of the year and put in a claim for the academic grant. It was given on condition that a large amount should be expended to meet requirements if the grant be continued.

The schools of Berwick, Wolfville, Hantsport and Canning are the next largest to the academies. They have all had successful years.

Had I space, words of commendation might be spoken of many more of the graded schools. While three or four of these schools were not up to my expectations, and one, that of Waterville, in its

head department, was a signal failure, I may report them on the whole, with the exceptions made, quite up to previous years.

Besides Windsor, Ellershouse and Randville had their school houses burned during the year. All are rebuilding. Gaspereaux and White Rock will also build during the year. Greenhill in Hants, a section that had been without a school house for some years, has, by the aid allowed under section 89, School Act, built a house and so far finished it that a school was kept in it for seven months of the past year.

Cases of reseating and making needed repairs have been numerous and much more is promised.

I filled in blanks like the following:

WOLFVILLE.....day of.....189..

To.....*Secretary of Trustees*.....*Section, No.....*
District of.....

DEAR SIR,—I made an official visit to your school this day, and now wish to call the attention of the Board of Trustees, through you, to the following points connected with its management:

1. The Register for the current term is ..complete to date.
2. The Register for the past year was found ..complete. It requires:
3. The Time Table is.....made out and posted according to law. Provision hasbeen made for all the subjects of the Course of Study.
4. The school istaught and conducted well. Iapprove of it in the main. It is defective in.....
5. The supply of books and apparatus is.....ample. The following are required and must be provided to insure the payment of grants:
6. The buildings and premises are.....in good condition. You are required to.....
7. Your attention is called to sections 72 (1), 75 (9), and to pages X to XVI of the School Law, and to the references to these in the April Journal of Education for 1897. You are also reminded that the school must be conducted in accordance with the plain requirements of the law. When omissions of any requirements are unavoidably made by either trustees or teacher, the facts and reasons therefor should be stated on the school return before it is signed and attested to. When this is not done, any omission will be regarded as purposely made, and those making it held accountable accordingly.

Hoping that you and the Board of Trustees may exert yourselves to sustain a school worthy of your section, I remain,

Yours very truly,

COLIN W. ROSCOE,

Inspector of Schools.

These I sent to the Secretaries of Trustees, and as a result, the registers are better than heretofore ; more attention has been given to necessary repairs, more maps and apparatus have been supplied, and generally more has been done during the past year than any year before. In some cases little attention was paid to the communication. I shall follow it up, and if what I pointed out is not attended to, these sections must not be surprised if approval is withheld from their school returns till they perform their duty. In no case did I make demands for what the law did not require and for what was not most necessary for the efficiency of the school. I also had strict regard to the ability of the section to provide what was required. In a number of cases the trustees were not in funds, but promised to bring the matter to the notice of the next school meeting.

A very successful Teachers' Institute was held in Hantsport, on Wednesday, December 22nd and 23rd, 1897.

As a full report is expected from the Secretary of the Institute, Principal J. A. Smith, of Windsor, it will not be expected that I should do more than refer in a brief way to a few prominent features of the meetings

1. The papers, illustrative lessons, and discussions were of an exceptionally interesting and profitable character throughout all the sessions.

2. The Institute is under obligations to Professor A. G. Macdonald, of the Normal School ; Supervisor McKay, of Halifax ; and Principal I. B. Oakes, of Wolfville, for their presence and help at all its meetings.

3. The public meeting in the evening was enriched by the papers read by Prof. Macdonald and Supervisor McKay, and by the addresses of Dr. E. M. Keirstead, of Acadia University ; Revds. Wright, Fisher and Hatt, of this town.

4. Much regret was expressed at the absence of the Superintendent of Education, but it was a pleasure to know that he was similarly engaged in another inspectorate in the Province.

I have the honor to remain.

Your obedient servant,

COLIN W. ROSCOE,

A. H. MACKAY, ESQ., LL. D.

Superintendent of Education.

DISTRICT NO. 6, ANTIGONISH AND GUYSBORO.

W. MACISAAC, B. A., *Inspector.*

SIR :—

In submitting my report for this year, I have pleasure in stating that the schools generally have been fully up to the best record of former years. The Common Schools as a rule have been very faithfully and energetically conducted. The small salaries and various disadvantages to be contended with in rural districts are sufficient to discourage the most zealous and best of our teachers whose lot it is to work in a field of action so thankless and unremunerative. Yet despite this, the country schools of my district have done creditable work, produced gratifying results, and shown undoubted progress during the past year.

For proof of this assertion I appeal to the unusually long list of candidates for the High School examinations forwarded you by me in June last. I hold that the fact that the number was considerably greater than that of any previous year in the history of education in District No. 6, is ample testimony to convince the most sceptical that our Common and High Schools are up and doing, and with few exceptions, giving good account of themselves. An uncommonly large number of our miscellaneous schools contributed a considerable portion of these candidates thus proving that it is not to the graded and High Schools alone that High School work is confined. It is to be presumed that pupils are not anxious to stand the tests of these examinations unless their teachers are at least satisfied that they have a passably fair knowledge of the subjects of the High School Course of Study as outlined and coming within the scope of the different grades.

The action of the Board of School Commissioners at Guysboro, in forming a new section at East Roman Valley in 1897, was ratified by the Council of Public Instruction last spring. There is a school now in operation there, and quite a number of children who were formerly deprived of the benefits of education, are enjoying the privilege for which they were so long clamoring. A long-standing dispute between the inhabitants of both ends of old Roman Valley Section, if fairly and amicably adjusted, as some of the commissioners suggested, would have rendered it unnecessary to carve a new section out of one already too weak. Although it is decidedly contrary to good and sound policy to weaken sections in this way, the action of the Board was right and commendable, until such time as the two divisions will agree to unite again on a reasonable basis. I have no doubt but that this will be reached at an early day, when both parties will see that it is wiser and better to form one strong section with equal and mutual advantages than to remain weak and unable to support strong and efficient schools.

A new school house has been erected at Sandy Cove to replace the

one burnt, as already reported a few years ago. The School Commissioners of Guysboro at their last meeting recommended that the rate-payers of this section be refunded the portion due them out of the County funds, under Section 89, Reg. C. P. I.

The Town of Antigonish and the people of Eastern Nova Scotia have suffered a serious loss in the burning of St. Bernard's Convent last July. The origin of the fire is unknown. One of our best educational institutions was seen in smoke early in the morning, and before the energetic town people could gather to the scene of action, the flames made such rapid progress as to render all efforts to save the main building fruitless. One wing of this beautiful and stately edifice was with difficulty preserved, and I am glad to report that a new building is now in speedy course of erection which in beauty of proportion, size and elegance of design will equal, if not surpass the old one.

The Rev. D. A. Chisholm, D. D., who has been Professor of St. F. X. College and Academy of Antigonish for the last ten years and Rector and Principal for the last seven, has owing to ill health been compelled to sever his connection with his Alma Mater. He was a most capable and excellent administrator, and as head of the institution had rare skill and tact in managing and superintending its various departments, and as an instructor possessed the best qualities of the Professor as well as the purest and highest conception of method and discipline. To him St. F. X. College owes much for placing it in the distinguished position it now occupies as an efficient and progressive Academy and a leading College. His place is well and ably filled by the Rev. Dr. Thompson, a gentleman of brilliant talents and high scholarly attainments.

As to Teachers Returns, I have only to add that they were far from satisfactory. I have always pressed upon the teachers the necessity of answering fully and correctly all the questions in the returns, and in several instances instructed the younger teachers how to fill them in. It is not so surprising to find returns from new and inexperienced teachers occasionally defective and inaccurate, but it is simply intolerable to find old teachers and many employed in the High and Graded schools, bestowing little care and attention in giving correct answers to questions in the returns. Unless the returns are strictly and honestly answered in every particular it is impossible to gather anything approaching reliable information for the statistics and abstracts—compiled by the Inspectors for making up the Superintendent of Education's Annual Report on our Public Schools which form such an important and interesting public document. The teacher on the Prescribed Oath says:—"I do swear that the prescribed register has been faithfully and correctly kept by me in every particular as prescribed." And immediately under the oath on the same page comes the certificate of the Trustees in these solemn words:—"We hereby certify that the school herein returned has been a Free School, and one conducted in accord-

ance with law, and that we have faithfully sought to procure accurate answers, as recorded in the Register which has been "legally completed" over the signatures of the teacher and our Secretary and we further certify that this Return is to the best of our knowledge and belief correct in every particular." On the same page over both, like the hand-writing on the wall, stands this strict and imperative order from the Council of Public Instruction:—"It is ordered by the C. P. I. that the teacher shall render the trustees every reasonable assistance in perfecting this Return in order that the information may be fully, accurately, and promptly given." School returns are simply true and faithful copies of the registers. If registers were kept properly and according to the explanations on the last page—and teachers have a year to study them—it would be impossible to have so many inaccurate returns. I do not desire to insinuate that any of our teachers ever made mistakes in the grand total of days attendance or in the number of days taught. Many of them, however, appear to think that if these two questions are answered correctly, it matters little in regard to the rest. If they turn carefully and conscientiously to the oath they cannot fail to see that it lays equal stress and obligation on the answers to the other questions. On page 9 of the prescribed register over the certificate of Teacher, and Secretary of Trustees appears the following: "Note—This register is not legally completed until every numbered question is filled in with some answer, that is, no space for an answer shall be left blank, but must be filled in by a *dash*, if there is no other answer." The certificate of Teacher and Secretary to Trustees is: "We, the undersigned, certify that to the best of our knowledge, these tables are correctly filled in as required by the law in the note above."

In view of the regrettable fact that there are so many inaccurate returns in the face of all this I would suggest that teachers and trustees be notified that unless all returns henceforth are strictly correct in every particular, the portion of County Funds due that year be withheld. If any remedy more effective and less harsh than this can be suggested, I would be glad to learn. I am thoroughly convinced that the first thing that our new teachers should study and know before they undertake to open schools, is how to keep a register. This should be a subject in itself, and might profitably be incorporated with the subject of School Management and thus make Register-keeping an essential and indispensable branch of professional work. I firmly believe that this if carried out would be attended with good practical results. The teacher who does not keep a good and reliable register can hardly be depended on to do duty or faithful service in school.

Our common schools are framed, shaped and designed to afford the children of the land an acquaintance with Arithmetic, Geography, Literature, Grammar and History. In large schools, where the teacher has so much to run over from the 1st to the 8th grade, it would be wisdom and economy on his part to accomplish the most by the best, surest and most expeditious means. I would suggest that in a set lesson, such as

reading, he can not only combine Elocution and Spelling, but the elements of Grammar, Analysis, Composition and Language as well. I would also insist that Geography should be taught in such a way as to make it attractive, as well as useful and educative to children. A child must grow with its surroundings. An interest must be created in its behalf to which it will take. In beginning Geography the pupil should start with what appeals most to his personal interests, such as the products of the industries of his locality or section. His observation is sharpened by the study of the natural conditions which make these products possible and furnish the raw material, the uses made of it, the articles produced and the needs and wants of his fellow men far and near. Not only this; but the productions of other parts of the world needed and used in his own community and such as may be conducive to the comforts and conveniences of life. Thus would the pupil at once gain an idea of the law of demand and supply. This should be the chief aim and theme of Geography as it should be taught in elementary schools. The teacher should never lose sight of the home environments throughout the entire course. The same may be said of Arithmetic which acquires concreteness of application by its use in dealing with home problems.

In conclusion, I beg to say that if our Common Schools are properly looked after and safeguarded, the High Schools will grow, develop and take care of themselves.

I have the honor to be, Sir,

Your obedient servant,

W. MACISAAC.

A. H. MACKAY, LL. D.,
Superintendent of Education.

DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR:—

I beg leave to submit the following report on the schools of this inspectorate for the year ended July 31, 1898:—

The tables forwarded to the department show an increase in the number of schools in operation over last year of 7 in the County of Cape Breton and 3 in the County of Richmond. Of these increases, two in the former county were additional departments, viz., one in Glace Bay and one in Louisburg; and in the latter, one also by the grading of the school in L'Ardoise West into two departments. The

ber of vacant sections were thus reduced by 5 and 2, respectively. ating on the same basis as of late years, that is, leaving out cer- sections which have territorial existence, it is true, but so far as ational organization and privileges are concerned, are, or have for years, practically extinct, the vacant sections have been ed at 16 in the County of Cape Breton, and 7 in Richmond. his calculation, two in the former county have been dropped, h have not been many years without school, but owing to special mstances, which will be more particularly treated of in the ial report on "Sections without School," they are not likely to be to again open and maintain schools excepting under changed con- ns, now altogether improbable and unforeseen. Several of the ons looked upon as only temporarily vacant have been, owing to ptional circumstances, without schools more than one term, but I forward to seeing many of them in operation next term. Doubt- others will take their places on the vacant list, and until the ational fate of certain poor, remote and scattered sections is placed nd the control of careless and indifferent trustees, it is too much pect that this vacant list will be very much reduced in the near re, not to speak of its being altogether obliterated. The record of ear under review is in this respect, exceptionally good as com- d with the previous ten years; and it will be matter for congratu- n, if, under existing conditions, it can be kept from falling much w for the next year or two. The following table shows the age number of vacant sections in the Counties of Cape Breton Richmond, respectively, for the period above named, to have been and 12.7.

1897—Cape Breton	21 ;	Richmond	9
1896— " "	24 ;	" "	5
1895— " "	25 ;	" "	11
1894— " "	23 ;	" "	10
1893— " "	19 ;	" "	9
1892— " "	27 ;	" "	16
1891— " "	27 ;	" "	19
1890— " "	27 ;	" "	17
1889— " "	34 ;	" "	18
1888— " "	30 ;	" "	13

This table only goes to prove what has been stated often and often re, namely, that there are too many weak sections, unable under ary circumstances, to support a school. The *extraordinary mstances* are when some resident teacher, to whom boarding at e is a tangible consideration, is prepared to take the school at a inal salary, the government grant and county fund forming the of his remuneration; or when some ambitious youth or maiden ne neighborhood has succeeded in obtaining a permissive license is only too willing to accept any small sum as a help to defray the nses of a term's schooling abroad. If the truth were known, this motive may have been the secret spring at the bottom of more

than one agitation for the sub-dividing of sections which should never have been carried out. Be that as it may, more than one section can be pointed out where the permanent removal of the resident teacher resulted in the permanent closing of the school; and I have just now in my "mind's eye" at least one instance of a section where the school ceased to operate for a single term after the removal of the teacher for whose benefit the section had been, to all appearances, created. And there are several sections where no teacher holding a regular provincial license has ever been employed during my incumbency. A certain number of these are too remote to be annexed to other sections, and in these cases it is not to be expected that schools can be regularly maintained without some special provisions for the payment of a teacher other than those available under the present law. Whether special provision of some sort can be made for such cases as are here referred to, and what shape such special provision can take, might be very appropriate and practical questions for the department to deal with at an early day. I fear the usual "Special Aid to Poor Sections" is quite inadequate for such extreme cases.

In some cases, the union of adjoining sections or the partitioning of one among its neighbors would be quite practicable but for the opposition of the parties interested. The division of sections is like the *descensus averno*, comparatively easy, but their re-union—there's the rub. Even when the necessary majority of signatures to a petition for union has been obtained, the most determined opposition has sometimes been encountered from the very parties who were to benefit by the change. The school boards can be depended upon, however, to carry out the demands of the majority in such cases; but it is often very difficult—nay, generally impossible—to secure the necessary majority of signatures, though the educational advantages of union may be ever so manifest to an impartial tribunal, and it may be a question whether it is wise to allow the majority to rule where, in the calm judgment of disinterested men, the true interests of education are being sacrificed to personal considerations, and possibly, to unworthy motives. That sections have been multiplied unwisely and to the detriment of the educational interests of many poor children must be admitted. If the evil cannot be remedied under existing statutes, it may be worth while considering whether they can safely be amended so as to make the desirable changes possible. Children who have to travel long distances to school are truly deserving of sympathy, but how much more those who have within easy reach a sort of a school house whose doors are generally closed!

I have dwelt at greater length than usual on this subject of "Sections without Schools" or unable to support one, not only because it is one of very great importance, but also because it has received unusual prominence by the following announcement made in the last *April Journal of Education*:

"Sections without School shall henceforward be reported to the Education Department by Inspectors in very full detail, with the esti-

mated causes. The following schedule for each district shall be filled in :

" 1, District ; 2, No. ; 3, Name ; 4, Length and Breadth of Section ; 5, Character of Land and Environment ; 6, Valuation ; 7, Total Population ; 8, School Population (5 to 15 years) ; 9, What kind of School-house ; 10, How long without School ; 11, Causes ; 12, Suggestions."

I very much regret that I have found it impossible to secure for this report all the information required "in very full detail," for the following reasons: The schedules and circulars reached my office at a time when I was in a distant part of the district, and having been laid aside as ordinary school supplies, did not come under my notice until my return after the close of the term. In many cases the information could not well be obtained except on personal application. Such sections as those more particularly concerned in this connection rarely furnish the information which the law obliges them ; the annual meetings are not held, or if they are, the minutes of the proceedings are not forwarded to the Inspector, or if forwarded, are not properly signed, and thus the secretary, if appointed, is not known to him ; and finally, there is no teacher or other known person who considers himself obliged to take the trouble of collecting and forwarding the desired information. In future, with more time and better opportunities, the full details will be easily obtainable.

The number, sex and class of teachers employed were as follows :

	MALE.				FEMALE.				TOTALS.		
	A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Totals.
Cape Breton . . .	5	14	19	29	..	10	49	48	67	107	174
Richmond . . . . .	..	3	14	15	..	1	4	38	32	43	75

A comparative statement of the attendance with that of last year shows the balance to be on the right side.

CAPE BRETON COUNTY.

	Under 5 years.	5 to 15.	Over 15.	Total Annual Enrolment.	Total Days' Attendance for year.	Average of Quarterly Percentages of Attendance.
1898	136	7231	513	7880	889,067	66.0
1897	149	7037	548	7734	853,703	65.8
Increase . . . . .	..	194	..	146	35,364	0.2
Decrease	13	..	35	..	..	..

RICHMOND COUNTY.

	Under 5 years.	5 to 15.	Over 15.	Total Annual Enrolment.	Total Days' Attendance for year.	Average of Quarterly Percentages of Attendance.
1898	74	2844	194	3112	329,291	63.3
1897	59	2782	179	3020	315,591	62.8
Increase ...	15	62	15	92	13,700	0.5

It should be remembered that the comparison is made with a satisfactory year, and the increase, though not large, is sufficiently gratifying, maintaining the proportion of the population of the district at school during the year up to the average of last year for the whole Province, viz.: one in 4.4. The proportion for the County of Cape Breton is one in 4.3 as compared with one in 4.4 last year, and in Richmond, one in 4.6 as against one in 4.8.

I have taken perhaps more than usual care to have the "Financial Statement" fully and correctly reported in the returns, and I think these statistics are as nearly correct as it is possible to obtain them. The sectional vote for general school purposes is, however, the reverse of exaggerated, for in comparing the reports of the annual meetings with the statements in the returns, I have discovered that in many rural sections where wood is used for fuel, it is contributed voluntarily by the rate-payers and sometimes by the parents or guardians only of children attending school. Thus no amount is included in the vote for this item of expenditure which, in the aggregate, must be considerable. The same system obtained heretofore in many places in building and repairing by voluntary labor and the furnishing of material; but owing to the difficulty of compelling contributions in kind from recalcitrant ratepayers, it is now altogether superseded by the fairer and more legal plan of assessing an estimated amount even when local labor and home made materials are to be used, and giving credit for them at market value. A comparatively impecunious section can in this way erect a creditable building at a very small outlay of actual cash and acquire a very substantial asset without burdening itself with debt.

As will be seen by the sub-joined statement the total vote for school purposes as well as the amount for building and repairs in the County of Cape Breton is somewhat less than last year, while the total amount of salaries paid is considerably greater. This fact does not necessarily foreshadow a decrease in the salaries for the ensuing term, as its obligations will be, in many cases provided for at the next annual meeting. Many sections do not provide in advance for the ensuing year.

In Richmond County, the amounts voted are slightly in excess of last year, while the amount paid for salaries is nearly the same.

CAPE BRETON COUNTY.

	Total amount voted for all school purposes.	Portion voted for Building and Repairs.	Total amount of Sal- aries paid by Sections.
1898	\$30687 95	\$5383 50	\$28018 50
1897	32057 70	5669 00	25748 00
Increase ..	.....	.....	\$2270 50
Decrease ..	\$1369 75	\$285 50	.....

RICHMOND COUNTY.

1898	\$7511 50	\$1526 00	\$7636 00
1897	6975 26	1303 00	7706 00
Increase ..	\$536 24	\$223 00	.....
Decrease ..	.....	.....	\$70 00

These figures show the local or sectional taxation for all school purposes to have been 90 cents per head of the population for Cape Breton and 49 cents for Richmond.

In the County of Cape Breton, new school houses were found in course of construction more or less advanced at Big Pond, Loch Lomond and Huntington's Mountain; and one at Benacadie was completed exteriorly and occupied. In Louisburg, a growing town calling for more school accommodation, a large wing of two storeys was added to the school house and thoroughly finished, the lower floor of which was furnished with excellent desks, and occupied by the higher department, leaving the upper room in reserve for a fourth when required. Judging by the past few years, that time is not very far distant, as the last returns show an enrolment of 177 pupils.

In Richmond, the following sections were found occupying new buildings, all of which, though unfinished inside, were comparatively comfortable:—Macnab, head of Loch Lomond and Cannes (River Bourgeois West). The last named is a large, well designed modern school house, which, when finished inside and properly furnished, will be one of the finest of its class in the district. West L'Ardoise rectified its blunder of a few years ago by adding to its nearly new school house another of equal dimensions, which together, under one roof, form a beautiful building in two departments, and the school was graded, as already intimated, at the commencement of the term. Other new buildings which may come in for more particular mention

CAPE BRETON AND RICHMOND.

future report were in progress at Salmon River and Aberdeen—after a new section recently formed after an agitation of several years, by the subdivision of Loch Lomond (South). Extensive repairs were made to the old "Academy" building at Arichat, and to school houses of South Mountain, Martinique and Kempt Road amounting in the two last mentioned cases almost to entire renovation.

The school houses of the oldest type and poorest classes are thus being replaced by better ones year by year, and while it must be admitted that the latter are not all of an "up to date" style, still the material progress in this particular is perhaps as satisfactory as can be expected. What is not so encouraging is the continued lack of proper equipment in the great majority of schools. It seems impossible to impress upon the average board of trustees a proper conception of their duty in this respect, and direct in Reg. F. 7, it does not to the requirements of the law, as specified in Reg. F. 7, it does not seem to strike them that the regulations are a part and parcel of the law, and that it is, to say the least, straining both its spirit and its letter to persist in conducting a school without the minimum of apparatus prescribed. If a short sub-section were added to section 24 of the statute, making it more explicitly one of the duties of trustees "to provide the minimum of apparatus prescribed by the Regulations of the Council of Public Instruction," I am of opinion it would be a powerful lever in the hands of Inspectors in insisting upon this very important matter. Could they be induced, or forced if necessary, to provide even a modicum from year to year, until the school is reasonably or legally equipped, the tax need not necessarily be a heavy one, but when they have, after much pressure, provided a map or two or some trifling article absolutely indispensable, they think they have a right to be no further pressed for an indefinite period. Teachers are to a great extent to blame for such a state of things. It becomes them—in fact, it is a part of their duty—to insist, in season and out of season, upon being supplied with the necessary appliances to do their work, and to impress upon the trustees that they cannot be willing parties to the conducting of schools not legally equipped. Even intelligent and public spirited trustees, men whose time and attention are taken up with their own private affairs, require to be reminded from time to time of the needs of the school, and it is not too much to say that the schools that are properly equipped owe that condition, in a great measure if not entirely, to the energy and perseverance of their teachers. How many schools doing High School work, for instance, would be possessed of any scientific apparatus were it not for the intervention, the efforts and the pleadings of the teacher? And if the High School teacher finds it impossible to do his work successfully without the necessary apparatus, is it not equally for the teacher in the lower grades to attain success without the appliances deemed necessary for the purposes of illustration and observations? Certain official notices published in the Journal of years, calling the attention of all concerned to their duty in connection with "Reg. F. 6," served a good purpose. Possibly the same experience could prove equally as efficacious in this connection.

The number of applications received for High School examination at the different stations was as follows: Sydney, 109; North Sydney, 95; Arichat, 35; and St. Peter's, 52—a total of 291. Of these, 80 already held certificates of one grade or another. The establishment of a station at St. Peter's proved a great convenience to candidates residing on the mainland of the county, and was highly appreciated.

Of the 249 teachers employed in the district, 35 were having their first year's experience in teaching and 67 others were teaching for the second term, which means that 40 per cent of our teachers either had no previous experience, or not more than that of one year or under. It is not every person who takes charge of a school that is a *born* teacher, and therefore it is not to be expected that the introduction of so many young recruits to the teaching ranks can redound to the educational advantage of the country. Still it is only what we must expect while the average of salaries remains as low as it is. Experience, in teaching perhaps more than in any other calling, is an inestimable acquisition and should be duly considered in engaging a teacher. And yet, with the experienced as with the inexperienced, the exception proves the rule, and there are unfortunately always a few unprogressive teachers, who cannot be said to possess much of the requisite qualification besides experience. These, however, can generally be estimated by the value they place upon their own services, so that intelligent and progressive trustees need not be imposed upon. They only find employers in trustees whose aim is a "cheap teacher." It is true that such people can be reached by the very efficacious means specified in the Journal for Oct., 1897, but when they are ousted from one section, lo! they turn up next term in another. As some sections, though not sufficiently populous to maintain graded schools, nevertheless require as good teachers as others having two or possibly more departments, I would respectfully suggest that Reg. 5 (c), be further amended so that no section or school of a certain standing would be allowed to engage a teacher of a class of license (or grade of scholarship in the discretion of the Inspector) lower than B or C, according to the circumstances, without a special recommendation.

The great bulk of the school returns now give evidence of vastly more care and attention in their compilation than formerly, but there are always a certain number that have to be returned for correction. The actual blunders are comparatively rare and unimportant and are generally susceptible of correction. The omissions are sometimes evidently the result of unintentional oversight, or forgetfulness, but instances are not wanting where they can be put down to palpable neglect and indifference. To show how difficult it is to secure special attention to specific items in the returns, I would refer to the article published in the last April Journal with reference to the "Blind, Deaf and Dumb," wherein each teacher was requested to make a note that "column 35 was personally attended to." To prevent the possibility of the matter escaping the notice of those interested, I red-pencil-marked and stamped the page in each copy distributed, and yet to so pointed a request only 33 in one county and 9 in the other responded. The experience of last

year with the Phenological Observations was even worse, but I am pleased to note a slight improvement this year, Cape Breton having sent in 28, in place of 10 last year; and Richmond 32, in place of 7. In course of time, I suppose all will fall into line.

I have the honor to be, sir,

Your obedient servant,

M. J. T. MACNEIL.

A. H. MACKAY, ESQ., LL. D.

Superintendent of Education.

DISTRICT NO. 8.—INVERNESS AND VICTORIA.

JOHN MCKINNON, *Inspector.*

SIR:—

I beg to submit the following report of the schools in this Inspectorate for the year ended July, 1898.

No new sections were formed in either County during the year.

Of the 166 School Sections in Inverness as hitherto divided the following six: "Hanley," No. 94; "Lake Norton," No. 56½; "Gaspar-do," No. 93; "McKinnon's Brook," No. 18½; "Black River," No. 26; "Upper Turk," No. 31; may be regarded as permanently disorganized, through original smallness of area, depopulation, and consequent financial weakness. The County may therefore at present be considered as divided into 160 sections. Of these, nine remained without school during any part of the year.

The majority of the children of school-going age in these sections were, however, able to attend school in the adjoining sections for at least a part of the year.

There were six sections in Victoria County without school during the year, of which two are in Cape North district, where special difficulties are encountered in obtaining teachers, owing to isolation and remoteness from educational centres in other sections of Cape Breton. The remaining four sections neglected to make adequate provision for the support of their schools, and consequently were unable to secure teachers.

The following statistics relating to the schools may be deemed of interest:

- The number of pupils reported as taking up the subjects of the High School Course was, in the County of Cape Breton 398, being an increase of 71 over last year; and in Richmond 115, as against 85—an increase of 20.

TEACHERS EMPLOYED.

INVERNESS.

	MALES.				FEMALES.			
	A.	B.	C.	D.	A.	B.	C.	D.
1897	2	10	27	51	.....	2	20	51
1898	3	14	25	54	.....	2	19	46

VICTORIA.

1897 .....	.....	1	8	18	1	1	7	28
1898	1	6	11	16	1	3	5	28

INVERNESS.

	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
1897.....	150	163	5741	538268
1898.....	150	163	5798	567487

VICTORIA.

1897.....	60	64	2243	211076
1898.....	66	71	2387	230872

- Of the 163 teachers employed in Inverness, 24 are Normal School graduates. In Victoria County, 19 out of 70 teachers are also graduates of Truro.

The trustees of Port Hastings section closed the primary department of that school and experimented with one school room and one teacher. The result was not satisfactory, and the second department will be restored on the reopening of the school.

The County Academies of Port Hood and Baddeck have been very efficiently conducted during the year, under the respective principalships of Mr. T. M. Phalen and of Miss Margaret J. McPhee. A large

number of pupils from these two schools wrote for scholarships at the recent provincial examinations and with creditable results.

The graded High Schools, of four departments each, at Port Hawkesbury and Mabou, have also performed a good year's work and have yielded substantial additions to the roll of young graduates who have qualified themselves for the teaching profession or propose doing so in the near future.

Quite a number of sections have effected improvements in their school buildings during the year, and more are preparing to do so.

"Marble Mountain" school house, in South Inverness, has been handsomely finished interiorly, seated and furnished in superior style, making it one of the best school buildings in the county in size, comfort and equipment.

The school house in "Wright" section, Loch Leven, North Inverness, has also been greatly improved within and without, seated and furnished in a very substantial and handsome manner, chiefly through the generous efforts of Mrs. J. F. Hussey, wife of the enterprising managing owner of the Broad Cove Coal Mining Company.

A very large number of school buildings in several sections of both counties are, however, I regret to say, in very inferior condition, with several utterly unfit for school purposes and which must be condemned at a very early period.

In view of the fact that a large number of sections are too limited in area and too poor financially to make adequate provision for the construction and equipment of suitable school buildings now or in the near future, it would seem that the present is a fitting time to attempt a consolidation and re-division of a number of these weak sections, which, in their present condition, are quite unable to maintain and operate efficient schools.

The equipment of many schools is yet either of a very meagre character, or is entirely wanting. This fault is largely that of trustees rather than ratepayers.

In sections where the trustees are in earnest and taking an intelligent interest in the work of the school, the ratepayers generally respond cheerfully to any reasonable request for funds to provide the necessary equipment.

The work done in the miscellaneous schools is, on the whole, gradually though slowly improving.

Little progress is being made in vocal music, the great number of teachers claiming to be devoid of musical or singing ability, and it requires much persuasion to induce any considerable number of them to make the attempt.

Hygiene and Temperance is generally taught, the subject and text-books being favorites both with teachers and pupils.

The subjects of "Moral and Patriotic Duties" and "Nature Lessons" do not occupy a high or leading position in the teaching in many of the schools, though in regard to the latter, a most important and valuable impulse is being now given through the Phenological Observation papers, sent from the Education Office with the Journals. I anticipate in the immediate future much progress from this source in the study of Nature on the part of teachers and pupils.

In the teaching of Grammar, Geography and History, there is yet room for very much improvement, too much reliance being placed on memorizing from the text-books. But even here, improvement on the past is visible, especially in all schools taught by intelligent and thoughtful teachers.

The compulsory clauses of the Education Act have been submitted and carried in nearly all the sections, but without any active results as yet, as trustees are unwilling to put the power thus acquired into operation.

In many sections the trustee management of school matters is a complete failure. They neglect to inform themselves of the provisions of the Education Act, and of the duties set forth in the Law and Regulations. They do not realize the moral obligations involved in the acceptance of the trusteeship, and consequently do not discharge them.

No fewer than seventeen (17) Boards of Trustees in this inspectorate neglected to call the ratepayers of the sections to meet on the day appointed for the annual school meeting, thus necessitating the calling of special meetings at later and more unsuitable dates.

At many of the meetings the regulations and provisions of the statutes are not adhered to, a frequent departure being to include in the vote for the support of the school the estimated amount they hope to receive from the county fund, and thus return to the Inspector in their minutes the whole amount as if voted by the section.

INDIAN SCHOOLS.

There are two schools in operation for the Indian children, one at Whycomah and one at Middle River, Victoria. The enrolment of the former is 23; average attendance, 8.

At the latter the enrolment is 22, and attendance 11. Both schools are conducted by competent Class C teachers. The Dominion Government provides school buildings, equipment, books, etc., and about two-thirds of the teachers' salary.

PICTOU AND SOUTH COLCHESTER.

The statistical tables submitted herewith, furnish further detailed information concerning the schools of my district.

I have the honor to be,

Your obedient servant,

J. McKINNON,

H. MacKAY, Esq., LL. D.,

Superintendent of Education.

DISTRICT NO. 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MacLELLAN, LL. B., *Inspector.*

SIR,—

I have the honor, in accordance with law, to submit the following report of my inspectoral district for the past school year.

Every section in the district had school during some part of the year, with the exception of two in North, and three in South Pictou. These five sections were without School for the reasons indicated in my special report to you concerning them. Their children, however, were mostly within reach of the schools of other sections. Even in the case of Carriboo Island, attendance at the nearest mainland school is quite practicable in winter. The last-named section has almost completed its new building and will have school during at least a part of each year hereafter. College Grant, the other delinquent section in North Pictou, has a new and good school-house, and will have school next year. This will complete the tale of sections in North Pictou and South Colchester all to have schools next year.

There will probably be two vacancies in South Pictou—Mount Adam and Green's Valley. Both of these sections failed to hold annual meetings in June last. I have since written to their secretaries of trustees. The statement from Mount Adam is, that none of the rate-payers want school; that there are only five children in the section and that it is possible for them to attend other schools. For Green's Valley, a similar report is made by the secretary, who says that there are only two children of school age in the section.

You will notice that in recounting the vacancies of South Pictou, I have not mentioned Riverton or Fraser's Mountain. I have omitted them for the reason that I consider them practically extinct sections. There would seem to be no necessity for the continued existence of either and I can see no likelihood of either of them being revived. Fraser's Mountain has been without organization or school for many years. Riverton section never re-organized after the cutting off from it of Eureka and Ferrona.

During the year I have visited all the sections in my district with the exception of Springmount, a small and remote settlement in South Colchester, which I was compelled to pass by on account of the condition of the roads; Pictou Island, in North Pictou, which was closed, on account of an epidemic at the time I had set aside for my visit; and Big Island, in South Pictou, which I was prevented from overtaking by bad weather at the date of my first, and a holiday at the time of my second round in its vicinity. Many of the schools I visited twice; some, three or more times.

Salmon River school-house was burned in January last; but this can scarcely be regarded as a misfortune in view of what has followed. A new building, of the most approved modern type, second to none in the rural districts of the Province, has already been erected to replace the destroyed one. It will be ready for occupation at the beginning of the new school year.

Lower Village section, on the other side of Truro, has finished and is in occupation of a handsome new school-house which stands on the site of the one destroyed by fire last year.

Stellarton completed and took possession, in January last, of one of the finest and best appointed school buildings in the Maritime Provinces. It stands on a conspicuous and attractive site overlooking the town itself and commanding a charming view of the beautiful East River valley with its populous towns, busy villages and picturesque enclosing hills. It is an eight-roomed, red-brick building, plain but handsome in appearance. It has roomy apartments for a resident janitor, a spacious assembly hall, comfortable cloak rooms, and rooms which may be used for library, museum, laboratories, etc. It is supplied with water; is well lighted and ventilated, and beautifully furnished. It is a credit to the town of Stellarton, and a delight to the pupils and teachers who occupy it. Under the management of their competent and energetic principal, Mr. John T. McLeod, assisted by an exceptionally able and faithful staff of teachers, the schools of Stellarton have achieved wonders in the way of progress during the year.

New school-houses have been completed and occupied at Greenvale in South, and Hodson, in North Pictou. Black Brook, in South, and Carriboo Island in North Pictou will have new buildings ready for occupation next year. Westville and Trenton are preparing to build. Westville, I have no doubt, will put up a building to rival that of Stellarton.

There has been continued activity during the year in the improvement of school premises and out-buildings. Old furniture is being steadily replaced by new. With few exceptions the school-houses of my district are now in good repairs; and there has been great improvement in the matter of their cleanliness and neatness. More generous additions to school apparatus have been made during the past, than in any previous year of my inspectorship.

I have to congratulate myself, as well as the teachers of my district, on the promptness and accuracy of their last annual returns. With the exception of one return, which was addressed by mistake to the Education Office instead of to me, every return was in on the appointed day—an unprecedented event in my experience. Most of them were accurate in every detail. Many of them were models of neatness, as well as of accuracy. Only a small percentage had to be returned for correction. A few years ago the very opposite of this state of affairs was the rule in my district. Such a rapid improvement in one respect emboldens me to hope that certain other highly desirable reforms in the school world may not be as distant as they have seemed.

Among the changes of importance during the year in my district, I have to note the establishment of provincial examination stations at Stellarton and River John, and the retirement of Mr. David Soloan from the principalship of the New Glasgow schools. Mr. Soloan will be greatly missed, because he has been doing work of the very highest character.

The large and increasing number of candidates for High School examination in my district involves a very considerable addition to my office work and to my postage bill as well. For the past year nearly seven hundred applications were received by me. Six hundred and fifty-eight candidates appeared at the five stations in my district—more than one-fifth of the total number for the Province.

School-room work has gone on about as usual. There is continued improvement in Writing and Drawing. The teaching in Arithmetic has been better during the past than in the preceding year. Nature Lessons, thanks to the "Local Observation" blanks published by you, are being much better given. Language is poorly taught in very many schools; so also are Geography and History. The prescribed Health Readers are doing good in the homes, as well as in the schools. I have to note considerable progress in Calisthenics. The number of teachers who are caring intelligently for the physical condition of their pupils and themselves is rapidly increasing. Increased attention, I am glad to say, is also being given by many teachers to the manners and habits of their pupils. Such teachers need all the support and encouragement that can be given to them, for, too often, they have to encounter the hostility of trustees and parents, who regard attention to these "small things" as silly affectation or worse.

The annual statistical tables, giving classified and detailed information concerning the schools of my district, and the abstract thereof required by law, are submitted herewith.

I have the honor to be, sir,

Your obedient servant,

W. E. MACLELLAN.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.



PUBLIC SCHOOL, STELLARTON, N. S. 1898.



PUBLIC SCHOOL, OXFORD, N. S. 1898.

DISTRICT NO. 10—CUMBERLAND AND N. COLCHESTER.INGLIS C. CRAIG, *Inspector*.

SIR :—

I have the honor to send you my sixth annual report respecting the condition of the public schools of this district for the school year ended July 31, 1898.

It has been a matter of great concern to me that I have not, on account of a severe indisposition, been able to give my inspectorate the attention I have heretofore. I was during the year in every part of the district, but twenty-five schools in rural parts and the graded schools of Amherst, Springhill, Parrsboro and Oxford which are under excellent supervision of experienced and competent principals, were not inspected.

This year I have continued my efforts to improve the condition of buildings, grounds and school room equipment. To this course in matters there is opposition. It is to be expected that the Commissioners and Inspector of the district should be the first to see the necessity for improvements. It is encouraging to know that there is a growing desire for better equipped, more comfortable and presentable school-rooms.

I must as in my report of 1894 and that of Inspector Morse of 1896, say that there is urgent need for some directions respecting the erection of new school buildings from some authoritative source. Since I became an incumbent of this office fifty school-houses have been erected and with one exception application was made at my office for designs and directions. I have referred trustees to the recommendations of the Council of Public Instruction, but as these are recommendations only, no one is disposed to follow them closely and probably it would not be well to follow implicitly as they are not all up to date. There is need of a standard. Such important public work should not be left at haphazard to the geniuses who may be found in every section to elaborate and who too often know little and are less about the effect of light, heat or ventilation in the school-room. I am persuaded to believe that were a few modern plans given to the trustees and regulations passed requiring them to build according thereto, that a great benefit would be conferred upon the youth of this Province.

NEW BUILDINGS.

A new school house has been built at Lower Gulf Shore.

A very fine building, being erected in North Wallace, will be ready for occupancy in October.

A superior building was erected in Fort Lawrence. The site chosen for it has been the subject of much strife and threatened litigation in the community. The trustees might have chosen more wisely.

This year, in this district, Oxford has been foremost in building operations. To accommodate the southern side of the town a very fine room was built. Since then a splendid High School building has been erected. The building is, I believe, without a superior among the wooden structures of the Province designed for school purposes. It is an eight department house. There are in connection with the High School room, two rooms set apart for a library and a laboratory, which the energetic Principal, W. R. Slade is undertaking to furnish at once. The basement is the entire size of the building on the ground and contains the heating apparatus and closets. The latter, from a sanitary point of view, have been made as perfect as plumbing skill can make them. This has been the more easily accomplished on account of the excellent water and sewerage system at command. Probable cost of grounds and both buildings is \$8500.

Four years ago, Parrsboro erected an eight department building and thought that sufficient accommodation for several years. It was scarcely occupied when the necessity for more room became apparent. So this year a High School building, entirely distinct from the common school, has been built on contiguous grounds. This contains four large class rooms, a very commodious laboratory well equipped and a reading-room. In this district this is the first building to be furnished with single seats.

As I mentioned in my last report, a new school-room is in the course of construction at Halfway River.

Castlereagh a poor section has built a neat school-room.

IMPROVEMENTS.

The school house at Malagash Point has been moved nearer the centre of population and in consequence the attendance at school has been trebled.

Linden, South Wallace Bay, Port Howe and West Pugwash River have refurnished rooms with patent desks.

Wallace Section has renovated the interior of its two rooms so that they appear nearly as good as new.

The large school-room at Northport, has been so reconstructed and partitioned that it affords room for two teachers, who are now employed.

For this year the attendance in the Amherst schools has been over a thousand. So great has been the pressure of attendance on the new

Academy, first occupied six years ago, that the town Commissioners were forced to open a room in the old Academy. At a not far distant day it will be necessary to erect another building for academic work entirely. The attendance now in the academy has reached one hundred and twenty-five.

A third department has been opened at River Hebert and the Joggins Mines.

The registration at Springhill Mines this year was 1276 and for these there are sixteen departments. Amherst, Parrsboro and Oxford are supporting at the rate of twenty-one teachers for this same number of pupils. Truly something should be done in this town to relieve the congested attendance especially in the old building of four departments where there were 308 scholars registered last January, and where there was not room for more than two-thirds of the number. I found three and four pupils in a seat.

HOUSES DESTROYED.

Through some carelessness the school-room at New Britain was burned in the spring. The section is poor and cannot sustain the loss.

The two department house at Central Economy has also been destroyed by fire. This without a doubt was the work of an incendiary. Extensive repairs were just completed on the building for its occupancy at the beginning of the school year.

SECTIONS WITHOUT SCHOOLS DURING THE YEAR.

Cumberland District.—South Wallace, Lower River Hebert, Athol, Westchester Lake, Greenville Cross Roads, Greenville Station, Salt Springs and Athol Mills.

Parrsboro.—Two Islands, Etonville, Allen Hill and Upper Port Greville.

Stirling.—Moore's Mills.

West Colchester.—Beaver Meadow.

On the receipt of your circular letter asking for detailed information respecting sections without schools during the year, I issued circulars to the sections concerned and with one exception, Westchester Lake, received answers thereto. The contents of these have been collated and sent forward to your office. I take the liberty to make more extended comments than your circular suggested and on information gathered from a personal canvass of the sections concerned.

In South Wallace I have advised a union with the contiguous section, Richmond. The school room in the latter place is about worthless;

in the former it is comparatively new and could be moved so as to accommodate both sections. Either this could be done, or the bounds of South Wallace extended on the south so as to include a few families who are desirous of entering the section, and move the house to the centre of school population. I believe one of these recommendations will be carried out before another year.

In Lower River Hebert I hope to see the school soon in session. Union with any other section is impossible.

This coming year the school will be in session. I hope to see a revival of interest in it here.

At Westchester Lake as the timber has been cut away, the people who were lumbermen left, until there is no one to support a school.

The school room burned six years ago at Greenville Station has never been replaced by another, as the people do not feel able to build one or support one after it has been built. Some of the residents have sought admission to the neighboring section, Westchester Station, but this is opposed by the ratepayers of the latter, since it would mean another department for them to support, as their room is now crowded. Nevertheless, it would be a good move. True it would be a large section, but large sections are preferable to no schools, where children are growing up without any education.

At Salt Springs there has been no school for three years. Were the boundary lines of this section and the contiguous ones Glenville, Clairmont (formerly one section) and the Valley Road readjusted, two strong sections could be formed, where now four weak sections with schools at intervals exist. Glenville and Salt Springs should be one section; Clairmont and Valley Road another. This could be effected by having a road about a mile long built between the two parallel roads on which the houses are respectively situated.

Greenville Cross Roads will have a school the coming year. It is a section deserving special aid.

At Athol Mills no school room has ever been built. Why a section without any ability to build a house was created, I cannot understand.

At Two Islands it will be many years before a school will be supported. It would be helpful for the adjacent section Green Hill for the two to unite their interests.

At Allen Hill the few ratepayers who have children are very anxious to have a school, but are not capable of supporting one and too far away from Spencer's Island to go thither.

Section No. 26, known sometimes as Upper Port Greville, exists in

name only. From research in your office, as well as in my own, I cannot learn that it was legally formed.

In Etonville some have been asking for a school, but it seems impossible to help them as those holding the large tracts of timber land are interested in schools elsewhere.

At Moore's Mills, North Colchester, there are in the twelve families no children of school age to attend school.

There is to be school in Beaver Meadow next year, and I trust, more regularly in the future.

ARBOR DAY.

Thirty-six reports were received from teachers who observed Arbor Day. These set out 361 trees and 141 pieces of shrubbery. In many places the day was observed, but no report was given.

Misses Annie McKenzie, East Wallace; Kate McEachren, French River; and A. G. Fraser, Principal of River Hebert, gave special proofs of their zeal. Every teacher can secure the same results did he for this purpose early in the spring canvass the section, of which he should be a most influential citizen.

Forests are being cut down at a reckless rate. Yearly in this province hundreds of acres of woodland are devastated by forest fires, so that now good timber areas are the most valuable lands in the province.

Hundreds of homesteads are not even graced by a single tree, and how desolate they appear! Let us teach our pupils the functions of forests in the economy of nature.

"The future condition of our forests depends largely upon our young people who are in our schools to-day. They are the class whose ideas eventually will influence our governments in this matter; and so, on an occasion like Arbor Day, some few words on forests and forestry may be timely and not amiss."

WORK OF THE SCHOOL ROOM.

My report may indicate that I place more importance upon the environments than upon instruction in the Course of Study. I know that the latter is more easily given when the object lesson before the pupil is neatness, order, beauty and harmony. There is a commendable loyalty to the course prescribed. Prominence, as reference to Time Table VIII of the statistics will show, has been given to Reading, Arithmetic, Language and Writing. Occasionally I find too wide a departure made therefrom by teachers whose favoritism for certain subjects gets the better of their judgment. This year there came to the district 52 young, inexperienced and untrained teachers. With such a

number of recruits, it is not surprising that I reported some failures, but the majority of the teachers are men and women of ability and considerable experience.

The chief fault of the young teacher is the bad classification of pupils, and this generally means failure in some particular. For six years I have waged an incessant warfare against it and if there has been any friction between the teachers and myself, this has been the cause.

With the surplus of teachers this year, the time might seem ripe to place more restrictions upon the entrance to the profession to secure a higher standard of scholarship or what is more desirable, professional training. I beg leave to suggest cutting off the provisional license given with the D scholarship and making the D license provisional with the C scholarship.

There is no demand in this district for permissive licenses; the supply of teachers is far in excess of the demand.

HIGH SCHOOLS.

I give below the Stations and the number of candidates from this district applying for the High School examination.

STATION.	A.	B.	C.	D.	Total.	M. P. Q.
Amherst.....	6	8	32	71	117	7
Oxford.....		6	24	39	69	5
Parrsboro		4	23	36	63	10
Springhill.....		6	13	20	39	5
Tatamagouche		4	32	53	89	21
Truro.....		10	13	25	48	18
Totals.....	6	38	137	244	425	66

Excepting the subjects of Geography and History in the ninth grade the results of the examination were generally satisfactory and creditable. Very many candidates made sufficient aggregates to pass in the ninth grade but were plucked in this paper. Much disappointment has been expressed by candidates and teachers and especially by the latter, as they believe too much time is now given to these two subjects in the first year.

PHENOLOGICAL OBSERVATIONS.

These reports have already been sent to your office. There were received from Cumberland, 59; Parrsboro, 15; West Colchester, 15; Stirling, 18; Total, 107 reports. You cannot fail to notice the

improvement over last year, especially in point of accuracy and the supplementary information volunteered by many in new fields.

All these reports are from the rural sections; none have been received from the towns.

It is not necessary to incorporate into this report an account of the District Institute held in Tatamagouche on the 21st, 22nd and 23rd of last December. This will be given by the Secretary, Lenfest Ruggles, in another part of the annual report.

It is sufficient to say that the last session was in all respects as successful as any held heretofore, and in many ways was in advance of others held in this District.

Some interesting statistics might have been given, but as these are found elsewhere, it is unnecessary. I beg leave to call your attention to the fact that the days' attendance in Cumberland has passed the million mark, and that there were over three hundred teachers' names on the government pay-roll this year in the District.

I have the honor to be, sir,

Your most obedient servant,

INGLIS C. CRAIG.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

SPECIAL REPORTS.

Statistics of Sections without School during the School Year ended July, 1898.

G. CREIGHTON, INSPECTOR.

DISTRICT—WEST HALIFAX.

No. 9, Peggy's Cove, 2 x 1 miles, a fishing hamlet on granite rock, valuation \$5100. 18 families and 20 children. School house fair. Without School 1 year. Cause—scarcity of fish. School will be in operation 1898-9.

No. 13, Shag Bay, 3 x 1 miles, fishing district, rugged and rocky, valuation \$2120. 14 families and 18 children. School house poor. Without School 3 years. Cause—scarcity of fish. School will be in operation 1898-9.

No. 22, Turn's Bay, 4 x 2 miles, fishing district, valuation \$15200. 58 families and 70 children. School house poor. Without School 1 year. Cause—Loss of County Fund through non-payment of taxes. School will be in operation 1898-9.

No. 25, Harrietsfield, 6 x 2 miles, rugged and barren, valuation \$7165, 15 families and 30 children. School house fair. Without School 1 year. Cause—Indifference on the part of rate-payers.

No. 38½, Cobequid Road, 2 x 1 miles, rugged and barren, valuation \$1000. 10 families and 15 children. School house fair. Without School 1 year. Cause—Colored settlement, difficult to secure teacher.

No. 40, Lucasville, 4 x 1 miles, rugged and barren, valuation \$2000. 15 families and 30 children. School house fair. Without School 1 year. Cause—Colored settlement, difficult to secure teacher.

EAST HALIFAX.

No. 26, Sober Island, 3 x 1 miles, fishing district, valuation \$6015. 48 families and 75 children. School house fair. Without School 1 year. Cause—Indifference. School will be in operation 1898-9.

H. H. MACINTOSH, INSPECTOR.

LUNENBURG AND NEW DUBLIN.

No. 40, Misener's, 5 x 2 miles, farming and lumbering, valuation \$7500. 15 families and 25 children. School house new. Without school 1 year. Cause—Lawsuit against Trustees. School in session at present, September, 1898.

No. 47, Lower Northfield, 2½ x 2 miles, farming and lumbering, valuation \$5000. 6 families and 5 children. School house fair. Without School 4 years. Cause—Scarcity of children. Pupils attend West Northfield Section.

No. 93, Indian Path, 3 x 2 miles, farming and fishing, valuation \$3000. 7 families and 16 children. School house good. Without school 1 year. Cause—Paying off debt on S. H. School in session at present, September, 1898.

No. 105, Vogler's Cove, E., 2 x 1 miles, farming and fishing, valuation \$5000. 10 families and 20 children. School house fair. Without School 1 year. Cause—Carelessness of Trustees. School in session at present, September, 1898.

No. 108, Farenville, 3 x 2 miles, farming and lumbering, valuation \$5000. 9 families and 13 children. School house fair. Without school 1 year. Cause—Teacher left after opening, homesick, couldn't get another. School in session at present, September, 1898.

CHESTER.

No. 12, Aaldersville, 4 x 2 miles, farming and lumbering, valuation \$6000. 10 families and 20 children. School house fair. Without school 1 year. Cause—Failed to secure a teacher. School in session at present, September, 1898.

No. 14, Forties, 4 x 2 miles, farming and lumbering, valuation 7000. 12 families and 25 children. School house fair. Without school 1 year. Cause—Teacher left after a few weeks. School in session at present, September, 1898.

No. 27, Harriston, 3 x 2 miles, farming and lumbering, valuation 4500. 10 families and 17 children. School house poor. Without school 1 year. Cause—Failed to secure a teacher. School in session at present, September, 1898.

No. 9, Germantown, 4 x 2 miles, farming and lumbering, valuation 3000. 6 families and 10 children. School house poor. Without school 1 year. Cause—Failed to secure a teacher. A very poor section.

No. 25, Beech Hill, 4 x 2 miles, farming and lumbering, valuation \$2500. 8 families and 15 children. School house none. Without school 4 years. Cause—No School house. A School house is now being built.

No. 19, Bayswater, 3 x 1 miles, fishing, valuation \$6000. 12 families and 25 children. School house fair. Without School 1 year. Cause—Carelessness of Trustees. I am now endeavouring to compel Trustees to open school.

With the exception of No. 47, *Lower Northfield*, Lunenburg and New Dublin and *Beech Hill*, No. 25, Chester, all were closed temporarily, for various local reasons. The two sections above mentioned, Nos. 47 and 25, are not included in the past year's statistics as they were only Sections in name; Beech Hill, however, has taken a new lease of life and will be all right in a short time. You will notice that nearly all those closed last year are open this year.

Every Section in Queen's was open last year—the same, this year—and I hope to have every Section in Lunenburg working during some part of this term. H. H. MacL.

JAMES H. MUNRO, INSPECTOR.

BARRINGTON.

No. 3, Blanche, 2 x 1½ miles, rocky and wet bordering on sea, fishermen, valuation \$7500. 20 families and 16 children. School house comfortable. Without School 1 year. Cause—Teacher could not be had, at least Trustees gave that as a reason for having no school. Considering the small valuation of property, the people could not well support a school as they had to make extensive repairs on building, and provide good furniture.

YARMOUTH.

No. 21, Canaan, 3 x 2 miles, quite rocky, farmers and lumbermen valuation \$10000. 18 families and 20 children. School house good. Without School 1 year. Cause—Rate-payers refused to provide for school, as they were taxed heavily previous year, in order to make extensive repairs on school house, and get first class furniture. Note in particular to note.

ARGYLE.

No. 34, Morris Island, 4 x 1 miles, rocky, patches cultivated by fishermen, (French the only language spoken), valuation \$5000. 40 families and from 50 to 60 children. School house none. Without school never had one. Cause—Island without roads, and as the houses are so far apart, co-operation is almost impossible. At the meeting of Commissioners in May, the chairman, Mr. Anselm Porter, volunteered a personal visit to the Island and report at next meeting.

No. 35, Mud Island, school house good. No permanent inhabitants on the Island for several years.

SHELBURNE.

No. 38, Enser, only four families in section, and they will not work together. No prospect of school house ever being built. Children go to schools in other sections.

No. 39, Granite Village, 1 x 1 miles, very rocky, lumbering, 3 families. School house good. Without School, years. Cause—No children in the section.

No. 23, MacNutt's Island, 3 x 1½ miles, rocky and boggy, land quite good, fishing the main industry, valuation \$2864. 8 families and 14 children. School house none. Cause—Houses far apart, roads poor, people send their children at times to schools on the mainland.

NOTE.—Long ago I ceased counting on the Sections in District No. 3, Mud Island, Enser and Granite Village. When the conditions necessary to make a school do not exist, the No. of the Section may as well be dropped.

L. S. MORSE, INSPECTOR.

ANNAPOLIS EAST.

No. 14, St. Croix, 3 x 3 miles, fairly good, valuation \$11000. 32 families and 30 children. School house very poor. Without School 1 year. Cause—School house condemned.

No. 30, Inglewood, good, valuation \$2000. 10 families and 15 children. School house poor. Without School 4 years. Cause—Negroes, but little interest in education—School house is unfit for further use, Section as sanctioned by Board of Commissioners was coterminous with Bridgetown Section 29, and took all colored people within those limits. By the Incorporation of the Town of Bridgetown, the Section is now virtually extinct.

No. 46, Roxbury, 3 x 3, small wilderness settlement, valuation \$3000. 8 families and 8 children. School house good. Without School 1 year. Cause—Limited means at disposal of people and small number of pupils.

No. 50, Albany Cross, 4 x 4 miles, small wilderness settlement, valuation \$3000. 8 families and 10 children. School house none. Never had school. Cause—Apparent indifference. Section was organized this year and money voted for school house.

No. 57, Stoddart, 4 x 4 miles, wilderness settlement, valuation \$4000. 3 families and 1 child. School house fairly good. Without

School 6 years. Cause—No children. One child now of school age is boarded from home and sent to school.

No. 60, Cherryfield, 4 x 4 miles, good, wilderness settlement, valuation \$2339. 7 families and 12 children. School house none. Section was organized one year ago. School house is about being built. Some children have attended school in adjoining section.

No. 61, Forest Dale, 8 x 3 miles, poor, wilderness settlement, valuation \$1000. 5 families and 7 children. School house none. Section was organized one year ago. School house is about being built. Children young.

ANNAPOLIS WEST.

No. 6, Fundy, 4 x 3 miles, poor, valuation \$1000. 6 families and 15 children. School house very poor. Without School 7 years. Cause—Poverty and indifference. Negro settlement. I am trying to get up a school.

No. 31, Birchtown, 4 x 3 miles, very poor, valuation \$1000. 3 families and 5 children. School house very poor. Without School 11 years. Cause—Inhabitants removed from section, children remaining attend school in adjoining section occasionally.

No. 45, Beaconsfield, 3 x 2 miles, fair, valuation \$4000. 4 families and 9 children. School house none. Never had school. Cause—Inhabitants prefer to send their children into an adjoining section to school.

DIGBY.

No. 22, McBride, 4 x 2½ miles, fair, mostly wilderness, valuation \$4000. 5 families and 5 children. School house none. Without School 20 years or more. Cause—No children. Three children are being sent into an adjoining section to school.

CLARE.

No. 3, St. Joseph, 3 miles indefinite, fair, wilderness, valuation \$4000. 11 families and 16 children. School house fair. Without School 8 years. Cause—Children too young. Section is now being reorganized and probably there will be a school next year.

COLIN W. ROSCOE, INSPECTOR.

EAST HANTS.

No. 53, Glencoe, 2½ x 2½ miles, poor, timber, valuation \$3000. 3 families and 7 children. School house none. Without School 5 years. Attach this to some other Section.

No. 56, Manganese Mines, 1 x 1 miles, mineral land, valuation \$2000. School house fair. Without School 1 year. Cause—Failure of Mines. Should the Mines revive there will be schools in these two Sections.

No. 57, Rawdon Golden Mines, 1 x 1, mineral land, valuation \$2000. 1 family and 1 child. School house good. Without School 5 years. Cause—Failure of mines.

WEST HANTS.

No. 34, Stillwater, 2 x 1 miles, poor land, valuation \$1000. 3 families and 1 child. School house poor. Without School 3 years. Cause—No children. No need of school.

No. 37, Mt. Summerville, 2½ x 2½ miles, fair land, valuation \$5000. 13 families and 14 children. Without School 4 years. Cause—Building school house. This Section intends to have school next year.

No. 40, Lakelands, 2½ x 2½ miles, fair land, valuation \$3000. 5 families and 5 children. School house poor. Without School 4 years. Cause—So few children. Children can be sent elsewhere.

No. 43, Crystal Wave, 2½ x 3 miles, fair land, valuation \$3500. 7 families and 7 children. School house none. Without School 10 years. Cause—No house. Cannot build and sustain a school.

No. 46, W. B. Falmouth, 3 x 3 miles, tillage and timber, valuation \$4000. 10 families and 15 children. School house fair. Without School 3 years. Cause—House burned. This section has voted money to build.

No. 49, Dawson Road, 2½ x 1½ miles, poor mt. land, valuation \$4000. 10 families and 15 children. School house fair. Without School 5 years. Cause—Carelessness. If this section had to pay taxes it would provide school.

KINGS.

No. 17, Fairview, 2½ x 2 miles, poor mt. land, valuation \$5000. 10 families and 9 children. School house poor. Without School 4 years. Cause—So few children. Neither Sections 17 nor 27 can very well sustain school.

No. 27, Black Rock Mt., 2 x 1 miles, poor mt. land, valuation \$2500. 5 families and 8 children. School house fair. Without School 5 years. Cause—So few children.

No. 49, N. Scott's Bay, 2 x 2 miles, fair land, valuation \$9000. 30 families and 35 children. School house fair. Without School 1

year. Cause—Carelessness. This Section usually has school and I think will next year.

No. 57, Randville, 3 x $\frac{1}{2}$ miles, good, valuation \$100,000. 30 families and 25 children. School house none. Without School 5 years. Cause—Send to Canning. This Section has sent to Canning and paid for it. Now building a school house of its own.

No. 78, Pine Wood, 2 x 2 miles, fair, valuation not assessed. 30 families and 72 children. School house none. Without School 1 year. Cause—Could not get a teacher. This is a colored school.

No. 80, Australia, 3 x 3 miles, poor mt. land, valuation \$3000. 15 families and 10 children. School house poor. Without School 1 year. Cause—Could not get a teacher. Poverty is cause of school stopping there.

No. 87, North River, 5 x 3 miles, poor mt. land, valuation \$2000. 9 families and 15 children. School house none. Without School 25 years. Cause—Never organized. Better be attached to Lake Mills till they are willing to build.

No. 94, Mt. Home, 3 x 3 miles, poor mt. land, valuation \$2000. 5 families and 3 children. School house very poor. Without School 2 year. Cause—So few children. People have moved out and are poor.

No. 96, Conqueral, 2 $\frac{1}{2}$ x 2 miles, poor mt. land, valuation \$1400. 8 families and 12 children. School house none. Cause—No house. This Section has just organized and voted money to build.

No. 97, Long Beach, 2 $\frac{1}{2}$ x 2 miles, poor mt. land, valuation \$1000. 2 families and 2 children. School house none. Without school 10 years. Cause—No house. Not much hope of school here.

No. 105, E. Pereaux Mt., 3 $\frac{1}{2}$ x 1 miles, poor mt. land, valuation \$1100. 10 families and 6 children. School house fair. Without School 10 years. Cause—So few children.

In most of these Sections the people are too poor and have too few children to keep school. In the cases where school should be kept, and, in fact in about all these sections it will, in my opinion, stimulate an effort to get up a school, if they should temporarily be attached to active sections and compelled to pay school taxes. As soon as they are willing to keep up a school for a reasonable part of each year, they may be allowed to do so and be relieved from the tax to the section to which they have been attached for a time. To do this the law must be amended in that direction.

C. W. R.

W. MACISAAC, INSPECTOR.

GUYSBORO.

No 6, Glencoe, $3\frac{1}{2}$ x 2 miles, good but rocky, valuation \$3850. 12 families and 17 children. School house bad. Without school 3 years. Cause—Failed to get a teacher. The trustees are willing to have school but are not able to pay a high salary.

No. 65, Yankee Cove, 5 x 2 miles, barren and rocky, valuation \$2999. 15 families and 20 children. School house fair. Without school 2 years. Cause—Failed to get a teacher. Wrote for a teacher but failed, Trustees are willing to have school.

No. 14, Sandy Cove, 4 x 1 miles, steep and rocky, valuation \$4237. 20 families and 26 children. School house new. Without school 2 years. Cause—School house burnt. Willing to have a school.

No. 34, Upper Big Tracadie, $3\frac{1}{2}$ x $2\frac{1}{2}$ miles, poor and clayey, valuation \$3685. 21 families and 38 children. School house fair, lately repaired. Without school 2 years. Cause—Indifference, a colored section. School in operation this year.

No. 33, S. Mainland, 4 x $1\frac{1}{2}$ miles, poor, clay land, valuation \$3446. 17 families and 20 children. School house none. Without school 4 years. Cause—School house burnt. I understand steps are being taken to rebuild.

No. 40, Oyster Ponds, 3 x 1 miles, good, valuation \$12605. 38 families and 40 children. School house fairly good. Without school 1 year. Cause—Engaging a teacher without a license and the school had to be closed. School in operation this year.

No. 43, Stormont, $3\frac{1}{4}$ x 1 miles, rocky and barren, valuation \$6261. 23 families and 40 children. School house new. Cause—A new Section. School in operation this year.

ST. MARY'S.

No. 4, Smithfield, 6 x 1 miles, wet and woody, valuation \$16615. 26 families and 22 children. School house bad. Without school 3 years. Cause—Indifference. School this year.

No. 9, Trafalgar, $4\frac{1}{2}$ x 3 miles, poor and woody, valuation \$300. 3 families and 6 children. School house bad. Without school 1 year. Cause—Want of funds and pupils. Only one ratepayer assessed.

No. 12, Greenfield, 2 x 1 miles, good land, valuation \$5400. 16 families and 27 children. School house new, Without school 2 years. Cause—Indifference. There is school this year.

No. 17, Liscomb Mills, 4 x $\frac{3}{4}$ miles, rocky and woody, valuation \$8135. 19 families and 26 children. School house good. Without school 1 year. Cause—Indifference. School this year.

No. 24, St. Mary's River, 3 x $\frac{1}{2}$ miles, poor and rocky, valuation \$9840. 10 families and 16 children. School house fairly good. Without school 2 years. Cause—Indifference. Intend to have school next year.

No. 28, Gegogan, 1 x $\frac{1}{4}$ mile, poor and rocky, valuation \$1585. 7 families and 13 children. School house good. Without school 4 years. Cause—Want of children. School this year.

No. 29, W. Liscomb, 4 x 1 miles, good but rocky, valuation \$1535. 16 families and 23 children. School house bad. Without school 1 $\frac{1}{2}$ years. Cause—Indifference. Likely to have school regularly hereafter.

No. 31, Holland Harbor, 1 x $\frac{1}{2}$ mile, poor and rocky, valuation \$1285. 3 families and 15 children. School house fair but small. Without school 2 years. Cause—Want of children. Difficult to maintain in this section as the attendance is so small.

No. 33, Two Mile Lake, 2 x 1 miles, blueberry barren, valuation \$1500. 5 families and 9 children. School house none. Without school for years. Cause—Want of a school house and children. This section will not be in a position to have school for several years.

ANTIGONISH.

No. 59, Pinevale, 6 x 1 $\frac{1}{2}$ miles, fairly good, valuation \$10362. 15 families and 11 children. School house bad. Without school 2 years. Cause—Want of children of school age. No hope for this section at least for two or three years, unless trustees are compelled to engage a teacher.

No. 62, Upper Northfield, 3 $\frac{1}{2}$ x 3, fairly good, valuation \$10250. 10 families and 7 children. School house good. Without school 5 years. Cause—Want of children. No annual meeting held here for years, and no trustees.

No. 53, Stewart's Mills, 1 $\frac{1}{2}$ x 1 miles, good, valuation \$6864. 12 families and 6 children. School house bad. Without school 5 years. Cause—Want of children. No annual meeting held and no trustees elected for years.

No. 79, Morvan, 4 x 1 $\frac{1}{2}$ miles, good, valuation \$5894. 14 families and 22 children. School house bad. Without school 2 years. Cause—Indifference between trustees and ratepayers. School in operation this year.

No. 83, Greendale, 6 x 1½ miles, barren and stony, valuation \$10200. 14 families and 3 children. School house bad. Cause—Want of children. Impossible to have school here at least for years.

No. 82, College Grant, 4 x 2 miles, good but rocky, valuation \$6648. 11 families and 14 children. School house bad. Without school 1 year. Cause—Could not get a teacher. School opens this year.

No. 49, West River, 3 x 2½, superior land, valuation \$19757. 12 families and 15 children. School house fair but needs repair. Without school 1 year. Cause—Failed to get a teacher. School this year.

No. 57, L. Briley Brook, 3½ x 2½ miles, good land and beautiful environments, valuation \$26409. 24 families and 15 children. School house fairly good. Without school 1 year. Cause—As most of the children attended Clydesdale school, the trustees would not engage a teacher. It is the intention of the trustees to have school after this year. All the children can attend school between West River, No. 49, and Clydesdale.

M. J. T. MACNEIL, INSPECTOR.

CAPE BRETON.

No. 12½, Lakeview, 4 miles, poor for farming, valuation \$1500. 8 families and 14 children. School house very poor. Without school 2 years. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid.

No. 30, Woodbine, good, undeveloped, valuation \$3200. 8 families and 16 children. School house very poor. Without school 2 years. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid. Should be united with adjoining section.

No. 32, Morley's Road, good to fair, valuation \$3150. 20 children. School house poor. Without school 1 year. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid.

No. 69, Kennington Cove, 5 miles, rocky, valuation \$3310, 12 families and 24 children. School house poor. Without schools 1 year. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid.

No. 80, Belfry, 6 x 4 miles, rocky, 17 children. School house in ruins. Without school 4 years. Cause—Disagreement about site.

No. 82, Upper Grand Mira, 4 miles, good but undeveloped, valuation \$3850, 10 families and 12 children. School house condemned. Without school 1 year. Cause—Building.

No. 83½, Victoria Bridge, good, valuation \$3000. 30 children. School house unfinished. Without school 1 year. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid.

No. 85, Salmon River, 5 or 6 miles, very good, valued at \$3500. 19 children. School house unfit. Without school 3 years. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid. School house being repaired.

No. 91, Huntington's Mountain, mountainous and rugged. School-house burnt. Without school 13 years. Cause—The school-house was burnt 13 years ago. Delay in building caused partly by poverty, partly by indifference and partly by disagreement about site. New house building.

No. 95, Enon, varied. 20 children. School house condemned. Without school 3 years. Building operations delayed by dispute about bounds and location of new school house. New house building.

No. 96, Big Glen, 5 miles, mostly good, valuation \$2555. 10 children. House condemned. Without school 2 years. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid. New house building.

No. 99, Head E. Bay, 4 miles, good. 20 children. School house condemned. Without school 4 years. Cause—School house condemned. Unsuccessful efforts made to unite with adjoining section delayed building, most of the children meanwhile attending neighboring schools. New house now building.

No. 103½, Highlands. 5 miles, rugged and hilly, valuation \$3406. 40 children. School house very poor. Without school 1 year. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid.

No. 122½, Black Brook. 13 children. School house very poor. Without school 7 years. Cause—None save inability to support school.

No. 128, Baleine, 3 miles, poor and rocky, valuation \$1960. 17 children. School house in ruins. Without school 2 years. Cause—No special cause can be assigned save the difficulty of obtaining teachers at salaries usually paid.

No. 130, Alb. Bridge, 4 miles, mostly poor. 15 children. Schoo

house very poor. Without school 4 years. Cause—No special cause save inability to support school. Should be merged in neighboring sections.

There are besides the following, in which I see no prospect of schools being re established soon ; and on the condition, or for the amelioration of which, I am not prepared to make any detailed report at present :—

No. 70, North Shore. No. 87, Ben Eion. No. 97½, Rear McAdam's Lake. No. 123, Big Brook, Morley's Road. No. 124, Eskasoni Islands.

RICHMOND.

No. 3, Janvrin's Island, poorly cultivated, valuation \$5330. 47 children. School house condemned. Without school 1 year. Cause—School house being built. School in operation current term.

No. 22, The Points, 4 miles, good farming, valuation \$4590. 20 families and 24 children. School house poor. Without school 1 year. Cause—No special cause, save alleged difficulty of procuring teachers. School in operation present term.

No. 25, Black River, good farming. School house none. Without school 3 years. Cause—No. 25 is peculiarly situated, having a front and a rear, making it difficult to locate a school house to suit both settlements, and each one is too weak to support a school. Heretofore, the school house was at the shore at Black River, and during the life of the late Donald McLean, teacher, school was kept going because he was a resident (the last few years, in a building provided by himself, the school house having been burnt down some six or seven years ago). Since his death, efforts have been made to locate a central school, but so far without success. I went last winter to attend a meeting, but for certain reasons, the people could not be got together. I purpose making another effort soon.

No. 29, Point Micheau, 4 miles, rather poor, valuation \$6125. 25 children. School house poor. Without school 2 years. Cause—Dissensions.

No. 36, L. Lomond N., 4 miles, fair farming, valuation \$6685. 12 children. School house poor. Without school 2 years. Cause—No special cause, save alleged difficulty of procuring teachers.

No. 44, St. Peter's. Cause—Has been partitioned between 41 Lynch's River and 58 Macdougall (St. Peter's village). This action having been taken at the last meeting of the Board of Commissioners and having gone into effect at the beginning of the current school year, the section has no longer a place on the list.

No. 59, Cape Breton, 4 miles, fair farming, valuation \$3690. 14 children. School house condemned. Without a school 1 year. Cause—School house being built. May be in operation current term.

J. MCKINNON, INSPECTOR.

SOUTH INVERNESS.

No. 6, Upper Centennial, $1\frac{1}{2}$ x 1 mile, fair, valuation \$3020. 14 families and 18 children. School house very inferior. Without school 3 years. Cause—Small and weak section. Join it to lower Centennial section No. 6 $\frac{1}{2}$.

No. 57, Dennistown, 2 x 1 miles, good, valuation \$2840. 12 families and 20 children. School house very inferior. Without school 4 years. Cause—Small and weak section. Join it to River Denny Chapel, Sec. No. 60.

No. 48 $\frac{1}{2}$, River Denny Church, 3 x 2 miles, very superior, valuation \$10,000. 18 families and 35 children. School house fair. Without school 1 year. Cause—Neglect of trustees to engage a teacher.

No. 51, Cariboo, $3\frac{1}{2}$ x 2 miles, fair, valuation \$8600. 14 families and 22 children. School house fair. Without school 1 year. Cause—Neglect of trustees to engage a teacher.

No. 92, Melrose, $2\frac{1}{2}$ x 2 miles, very good, valuation \$3400. 7 families and 15 children. School house very poor. Without school two years. Cause—Section too small. Join it to New Canada and Landsdowne Sections.

No. 52, Portage, 4 x 2 miles, very good, valuation \$7060. 22 families and 31 children. School house fair. Without school 1 year. Cause—Trustees unwilling to engage a teacher.

No. 54, Alton, 3 x 2 miles, very good, valuation \$4800. 16 families and 24 children. School house fair. Without school 1 year. Cause—Trustees unwilling to engage a teacher.

No. 68, Seal Cove, 4 x 2 miles, very good, valuation \$6200. 18 families and 28 children. School house good. Without school 1 year. Cause—Trustees disagreed about collection of rates and hiring of a teacher.

No. 75, North West Arm, 2 x $1\frac{1}{2}$ miles, very good, valuation \$3280. 11 families and 14 children. School house poor. Without school two years. Cause—Section too weak and small.

No. 57 $\frac{1}{2}$, Louisville, $2\frac{1}{2}$ x $1\frac{3}{4}$ miles, fair, valuation \$3420. 10 families and 18 children. School house poor. Without school 2 years. Cause—Section too weak and small.

No. 26, Tulloch, $2\frac{1}{2}$ x $1\frac{1}{2}$ miles, good, valuation \$5200. 18 families and 31 children. School house poor. Without school 1 year. Cause—Unwilling to assess any school funds.

NORTH INVERNESS.

No. 31½, Hillside, 2½ x 2 miles, good, valuation \$4800. 15 families and 26 children. School house poor. Without school 3 years. Cause—Section too small. Children attend schools of adjoining sections.

No. 17, Haward Lakes, 3 x 1½ miles, fair, valuation \$2800. 9 families and 11 children. School house poor. Without school one year. Cause—Financial inability. This section should be wiped out.

No. 43, Glenmore, 3 x 1½ miles, fair, valuation \$2740. 17 families and 28 children. School house fair. Without school one year. Cause—Building a new school house. Section weak.

No. 22½, Albert, 2 x 1½ miles, fair, valuation \$4200. 11 families and 10 children. School house poor. Without school four years. Cause—Section too small. Children nearly all attending school elsewhere. The section should be absorbed into the adjoining sections.

VICTORIA.

No. 84, Dingwall, 2½ x 1 miles, poor, fishing district, valuation \$6000. 23 families and 50 children. School house very poor. Without school 2 years. Cause—Unwilling to build a new school house.

No. 71, Bay Road Vailey, 2½ x 1 miles, poor, fishing district, valuation \$3800. 28 families and 55 children. School house very poor. Without school one year. Cause—Neglected to engage a teacher in time.

No. 18, Gillander's Mount, 2 x 1½ miles, poor, mountain land, valuation \$2600. 10 families and 20 children. School house fair. Without school one year. Cause—Unable to secure a teacher.

No. 10, Peter's Brook, 2 x 1½ miles, rear section, land good, valuation \$3200. 12 families and 23 children. School house poor. Without school two years. Cause—Made no adequate provision for teacher's salary.

No. 74, Baddeck Forks, 1½ x 1 miles, land very good, valuation \$8000. 10 families and 4 children. School house fair. Without school 3 years. Cause—No pupils. No assessment.

No. 25½, Lower Washabuck, 2 x 1½ miles, land very good, valuation \$4200. 15 families and 18 children. School house poor. Without school 3 years. Cause—Trustees have made no effort to secure a teacher, the section declining to assess any money.

W. E. MACLELLAN, INSPECTOR.

SOUTH PICTOU.

No. 9, Riverton, 2 x 1 miles, good. School house good. Without school 4 years. Cause—Establishment of Eureka section. Children well accommodated by Eureka and Stellarton.

No. 36, Fraser's Mountain, fair. School house very dilapidated. Without school many years. Cause—School said to be unnecessary. Children attend New Glasgow and other surrounding schools.

No 72, Mount Adam, poor. Children 5. School house bad. Without school 1 year. Cause—Poverty and indifference. Most if not all of the children within reach of other schools.

NORTH PICTOU.

No. 17, College Grant, 4 x 1 miles, poor. School house good. Without school 1 year. Cause—Poverty and indifference. Will have school next year and hereafter.

No. 56, Carriboo Island, 5 x 1 miles, good. School house new. Without school 8 years. Cause—Small number of children and indifference. Will have school next year and hereafter.

INGLIS C. CRAIG, INSPECTOR.

CUMBERLAND.

No. 7, South Wallace, 4 miles, loamy, valuation \$1000. 11 families and 8 children. School house fair, 10 years old. Without school 4 years. Cause—Not enough children to attend. Levi Stevens, the most prominent man in section, wishes to unite with adjacent section, Richmond.

No. 47, L. River Hebert, 4 miles, marsh and upland, valuation \$10,000. 10 families and 11 children. School house fair. Without school one year. Cause—No scholars.

No. 59, Athol, 3½ miles, marsh, valuation \$45,000. 28 children. School house fair. Without school one year. Cause—Indifference. Commissioners condemned house on account of the way it was maintained.

No. 85, Westchester Lake, 5 miles, mountainous and stony, valuation \$3000. 5 families and 6 children. School house poor. Without school 2 years. Cause—No one to maintain school.

No. 100, Greenville Cross Roads, 6 miles, poor pasturage, valuation \$2320. 11 families and 19 children. School house fair for the sec-

tion. Without school 2 years. Cause—Failed to get a teacher. On account of poverty teachers do not care to teach in section.

No. 113, Greenville Station, 5 miles, very poor for farming purposes, valuation \$3500. 15 families and 11 children. School house burned in 1892. Without school 5 years. Cause—Poverty and indifference. Union with Westchester Station section.

No. 116, Salt Springs, 4 miles, blueberry plains, valuation \$4000. 7 families and 5 children. School house in bad shape. Without school 3 years. Cause—No children. Union with Glenville, another weak section contiguous.

No. 127, Athol Mills, 3 miles, good, valuation \$5000. 3 families and 14 children. No school house, never was. Without school 3 years. Cause—No one has any interest. Property owned by Rhodes, Curry & Co. Athol is not too far away. All operatives of this company.

PARRSBORO.

No. 4, Two Islands, $1\frac{1}{2}$ miles, good farming land, valuation \$2200. 6 families and 2 children. School house in fair condition. Without school 7 years. No children. Union with Green Hill, contiguous section.

No. 22, Eatonville, 4 miles, timber land, valuation \$1200. 8 families and 12 children. School house very poor. Without school 3 years. Cause—Children small.

No. 24, Allen Hill, 3 miles, stony and hilly, valuation \$3500. 6 families and 8 children. School house dilapidated. Without school 7 years. Cause—Population moved. Probability of being resuscitated soon.

No. 26, Upper Port Greville. (As far as I can learn from records here and in Education Office, this section existed only in name.)

WEST COLCHESTER.

No. 27, Beaver Meadow, $3\frac{1}{4} \times 2$ miles, chiefly woodland and pasturage, valuation \$2000. 8 families and 14 children. School house in fair state. Without school 5 years. Cause—Difficult to raise funds.

STIRLING.

No. 15, Moore's Mills, $2\frac{1}{2} \times 2$; good, valuation \$6500. 12 families and no children. School house fair. Without school 3 years. Cause—No children.

APPENDIX C.

REPORT OF THE BOARD OF SCHOOL COMMISSIONERS

OF THE

CITY OF HALIFAX.**YEAR ENDED JULY 31st 1898.**

(I.)

CHAIRMAN'S REPORT.

OFFICE OF SCHOOL COMMISSIONERS,

HALIFAX, N. S., December, 1898.

SIR :—

I have the honor to submit for the information of the Council of Public Instruction a resume of the proceedings of the Board of School Commissioners for the City of Halifax, together with the Report of the Supervisor of Schools and the statement of the Secretary, which latter shows in detail the items of receipts and expenditures. It will be noted in connection with the Secretary's statement that a departure has been made from the practice heretofore in vogue, the statement in the present instance covering the six months ending April 30th, 1898. The object of this change is to have the annual financial statements date from May 1st hereafter and conform to the civic year, thus enabling a comparison to be made between the expenditures of the Board and the estimates. As the revenue of the Board is derived chiefly from the civic assessment, the estimate for school expenditure has to be made for the year dating from May 1st, and the Board considered it desirable that its published statement of expenditure should cover the same period and run concurrently with the estimates, rather than with the old financial and school year, which dated from the first of November.

EXPENDITURE.

The expenditure of the Board for the past year exceeded that of

the previous year by about \$2000, (as anticipated in the estimates) notwithstanding the desire and efforts of the Commissioners to exercise the strictest economy compatible with the maintenance of a high standard of efficiency. A compulsory school attendance law, which, obliges parents to keep their children at school, carries with it an obligation to provide proper accommodation for the pupils. As the number of these increases from year to year it becomes necessary to make additions to the school buildings and the teaching staff from time to time, and some increase in the cost of the schools becomes inevitable.

LEGISLATION.

At the last session of the Legislature an amendment to the school law was obtained, giving adequate powers to the Board's truant officer to enable him to discharge the duties of the position more efficiently. Some further amendments were obtained modifying the procedure in dealing with truants in certain respects which experience had shown to be desirable.

PURCHASE OF PROPERTY.

During the year the Board availed itself of a favorable opportunity to purchase two pieces of real estate adjoining the Halifax Academy. The building (a ramshackle structure) on one of these lots was removed, and that on the other lot was remodelled and converted into a carpenter's shop, where the work of repairs to school furniture is now carried on. The immediate environment of the Academy has been greatly improved by this action of the Board, and it is not unlikely that the land thus acquired will be needed in the future for an enlargement of the Academy building.

SCHOOL BUILDINGS.

During the year additions were made to Morris Street and Compton Avenue Schools, affording accommodation for two new departments in each of these schools.

In connection with the additions and improvements made in the Morris Street building the Board proposed to introduce a new system of heating and ventilating by adopting the system in use at the Pictou Academy, but it was found that the cost would be so far in excess of the architect's estimate that the Commissioners did not feel justified in going on with the work. While I think the abandonment of this proposal was warranted under the circumstances, it was, in my judgment, none the less regrettable, for the proper ventilation of school buildings is an important consideration, and my experience on the Board has convinced me that it is an unsolved problem in connection with school architecture in Halifax.

HOLIDAYS.

Arbor Day was celebrated as usual (May 9th) by the planting of

trees and by other appropriate exercises, and the 21st of June, the natal day of the city, was observed as a public holiday in the schools.

DOMINION EDUCATIONAL ASSOCIATION.

The meeting of the Dominion Educational Association, which was held in this city August 2nd–5th, brought together a large number of prominent educationists from all parts of the Dominion, and proved to be an occasion of unusual interest, not only to teachers and others identified with educational work, but to the citizens generally.

The interest manifested by the teachers in the proceedings of the various sessions of the Association was in the highest degree commendable, and I have no doubt the experience was of great value to them, not only in the new ideas and suggestions received, but also by the stimulus generated by personal contact and association with so large a body of earnest co-laborers in educational work.

CADET CORPS.

Ninety-one boys received instruction in drill, under Sergt. Lockart. Those who were too young to handle arms were drilled by themselves and the rest were formed into two companies and received more advanced instruction with rifles. Each company selected its own officers: one captain, two lieutenants and four sergeants. A fife and drum corps was organized and had an instructor from the garrison. One company is fully uniformed and it is expected that the full corps will be uniformed by the end of another year.

THE COOKING SCHOOL.

The completion of the first year's work of the school of cookery has demonstrated its usefulness as a part of a common school system of education in communities of sufficient size to support such an adjunct economically. The classes, consisting of girls drawn from the senior departments of the schools, have been well attended and the pupils have been quite enthusiastic in seeking and acquiring instruction in the special subjects taught in this department.

Experience has shown that the predictions made by those who opposed the innovation, as to the large cost that would be involved in maintaining such a department of education, were not well founded. The working expenses of the school—apart from the charges common to all departments—did not exceed \$50.00.

The acknowledgments of the Board are due to the Association for Relieving the Condition of the Poor, which for some years past has supplied boots and clothing to the children of poor parents to enable them to attend school regularly during the winter months. In this good work they have been assisted by the teachers, who have exceptional opportunities of knowing the deserving cases. The truan officer has also rendered valuable assistance in this connection.

In conclusion I wish to express my appreciation of the painstaking care and zeal displayed by all the members of the Board in connection with their important duties during the term in which I have had the honor of being Chairman. I also desire to testify to the faithful labors of the Supervisor, Mr. Alex. McKay, whose experience and discriminating judgment contribute so much to the welfare of the schools; and to the efficiency of the Secretary, R. J. Wilson, whose duties are performed in an eminently satisfactory manner.

Respectfully submitted,

G. E. FAULKNER,

Chairman.

(II.)

SUPERVISOR'S REPORT.

To the Chairman and Members of the Board of School Commissioners for the City of Halifax:

GENTLEMEN,—I have the honor to submit herewith statistics, general information, and suggestions relating to the public schools of Halifax for the school year ended July 31st, 1898:

SUMMARY OF STATISTICS, COMMON SCHOOLS.

Grade.	Academic, A.				Academic, A.				Male Teachers.	Female Teachers.	Total.	Professional.	Untrained at Normal School.	No. of Teaching Days.	No. of Pupils enrolled.	No. over 15 years of age.	No. under 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Days' Attendance.	Average daily present.	Percentage of Attendance.	No. of Pupils daily present with each Teacher, on an average.	Academy Pupils enrolled.	Common Schools—Cost per Pupil.	Academy—Cost per Pupil.
	A.	B.	C.	D.	A.	B.	C.	D.																		
1897	4	6	1	1	41	77	4	12	122	134	43	91	209	7544	319	7225	3675	3869	10353	155698	67	38	339	\$12 84	\$32 34	
1898	4	6	1	2	239	78	5	13	124	137	46	91	202	7570	312	7258	3692	3878	10382	15140	67	37	360	12 66	29 78	
Increase	...	1	2	1	1	1	1	1	2	3	3	...	...	26	...	33	17	9	2836	42	...	21	0 18	2 56	...
Decrease	...	...	...	2	...	...	...	...	...	...	...	...	6	...	7	...	...	...	...	...	...	1	...	...	...

In this table we have, side by side, the main facts relating to our public schools for the years ended July, 1897, and 1898. In some important respects the year just closed shows a slight advance upon its predecessor. We have had an increase in the number of pupils enrolled and a corresponding increase in the attendance.

The number of teachers holding class A license has increased from 7 in 1897 to 9 in 1898, and the number of those holding a Normal School diploma from 43 to 46. These facts, taken in connection with similar facts reported last year, show an evident tendency towards improvement in the scholarship and professional standing of our teachers.

Sound scholarship is an important factor in the equipment of a teacher. That for the last two or three centuries, Scotland stood educationally far in advance of any other country, was in no small degree owing to the fact that a large proportion of her parish schools were taught by college graduates. The same may be said of Nova Scotia for the last half century. Although we have had a Normal School since 1855, yet the colleges still supply the majority of our most successful teachers in the Academies and in the High Schools. It does not require much reasoning to establish the conclusion that a four years' college course is a fairly good foundation for profitable experience in teaching—a better foundation than a theoretical course in pedagogics for a few months or even a year. In nearly every case experience is necessary to success. If to thorough scholarship we can add a professional training, so much the better, especially if the professional training be of such a character as to select the elect. In Halifax our exceptional educational advantages make it possible for us to have the best. At the present time there are on our teaching staff nine college graduates. We have 10 grade A's.

In those very exceptional cases in which we happen to meet a heaven-born teacher we should, but not without the utmost caution, open the door for her admission, even though she be lacking the passport of a B. A. or a Normal School diploma.

It may be interesting here to note that 5.7 per cent. of our Halifax teachers hold grade A, and 34.3 per cent. hold grade B. The only other school district in the province that approaches us in that respect has only 4.5 per cent. of grade A's and 12.5 per cent. of grade B's.

ATTENDANCE.

I wish to call particular attention to the fact that the number of pupils daily present on an average is but 67 per cent. of the enrolment. This is not quite as bad as it appears. Many pupils are present altogether but one or two quarters, or even a few days, yet their non-attendance lowers the average for the whole year. The average of

quarterly percentages (76 per cent.) would perhaps give a more correct idea of the relation between our attendance and enrolment.

The schools vary very much in the regularity of the attendance of their pupils. In Africville the average went as low as 50 per cent. for the poorest quarter; Beech St. School, 59; Maynard St. School, 61; Tower Road School, 66. On the other hand, the Academy shows an average of 91.5 per cent.; the Preparatory Department, 92.6; the Roman Catholic Orphanage, 97 per cent.

The general average of percentages (76) is, however, much lower than it should be in a city like Halifax. For Nova Scotia as a whole it is only 66. But for the State of Massachusetts it is 76; for Vermont, 77; for Rhode Island, 78; and for the countries of Central Europe, 90. I find that the last school reports for Boston, Cambridge and Worcester give an average attendance of about 92.

In an average department in Halifax there are ten pupils absent every day; in Worcester, but three. Now there does not seem to be any adequate reason for this great difference.

There are about 1000 pupils absent from our schools every day without sufficient excuse—about 16 per cent. of the average enrolment. This means that if the education which we give is worth what it costs, then the yearly loss to the citizens is not less than \$16,000. The causes for this great loss should be seriously considered and removed if possible.

A reduction in school accommodation will not meet the difficulty. For on many days and often for weeks continuously the pupils are nearly all in attendance and all the seats are occupied. Besides, even with the present small percentage the average number of pupils to each teacher is 37, considerably higher than the average in other cities. On days when the pupils are nearly all present the numbers are so large in many departments as to interfere seriously with good work. Evidently then we need all the school accommodation and teachers which we now possess. But they should be utilized to a greater extent.

Suppose that 1000 of our children never attended school and that the remaining 6000 were in attendance every day, the work accomplished would be much greater than that which is possible under the present circumstances. Seeing that it is not the same 1000 pupils who are absent on consecutive days, it follows that at least 3000 pupils must be very irregular in their attendance and that consequently they can receive but very little good from the schools. But the mischief does not end here. The teacher, in trying to make up to the irregular pupils their loss, goes over the work a second or a third time, and to that extent has to neglect the regular pupils who might have been carried along much further in their studies. It is evident, then, that

while the direct loss is over \$16,000, the indirect loss is much greater. If any one doubts the correctness of my reasoning, let him compare the work of the Roman Catholic Orphanage, of the Academy, or of the Preparatory Department, with that of any other department where the average goes below 60, and he will doubt no longer.

The responsibility for this unfortunate state of affairs rests primarily upon the parents, who, for my present purpose, may be divided into two classes.

There are a few parents—happily, very few—who are criminally negligent of the education of their children. For them the only remedy is a vigorous enforcement of the Compulsory Attendance Act.

Again, we have a very large class of parents who are simply careless. They have but the vaguest conception as to what education means. They have no idea of the serious injury caused by even one day's absence, when the child may lose the proper mastery of some fundamental principle necessary in the prosecution of his studies. For the most trivial reasons they permit their children to be absent two or three days nearly every week, seeming satisfied if they have made the minimum attendance of 120 days required by law.

From the same homes we have the tardy pupils, those who enter the schoolroom 10, 20 or 30 minutes late. Teachers who have carefully investigated these faults find that in nine cases out of ten they are caused by bad management and a characteristic habit of procrastination. If the schools opened at 10 o'clock the children of such parents would still be late.

The public conscience should be aroused to the magnitude of these twin evils, irregularity of attendance and want of punctuality. A strong circular sent from this Board to every parent would without doubt do much good. Clergymen might be asked to use their influence from their pulpits. And as auxiliary to these moral agencies there should be a change in the Compulsory Attendance Act requiring that every child be in school punctually every school day, unless able to present a valid excuse. The enforcement of the law should not be delayed until the end of the year, but when a pupil is absent three or five days without excuse his parents should be promptly called to account. This is done in every country where such laws are found to be really beneficial.

Teachers are to some extent responsible. If the school rooms were made attractive, if the teachers were sympathetic and kept themselves in touch with the parents, and if the subjects of the Course of Study were adapted to the interests of the children, we would find all but the vagrant and criminal classes regarding the loss of a day in school as a hardship, and an interference with their present rights and happiness,

as well as with their future good. It is a very good sign of a teacher when, as sometimes happens, we find that her pupils cry to go to school.

The very good attendance in a few departments of our schools may be credited to the constant vigilance of the teachers who are continually sending after tardy pupils. In other departments in which the attendance is now very poor it would be much worse were it not that the teachers are most faithful in stimulating both parents and pupils to their duty in this respect—faithful even to the extent of providing clothing for poor children, who would otherwise be compelled to stay at home.

There are a few teachers who seem to think that they have done their whole duty when they have taught to the best of their ability the pupils who appear from day to day in their classrooms. Such teachers may be theoretically within their rights, but they are lacking in the self-denying and missionary spirit which has always been characteristic of the best and most successful specimens of the profession.

It is, however, unfair to our overworked teachers and to the pupils whom they employ to assist them, that their time and energy, so much needed for teaching and learning, should have to be expended in bringing delinquents to school. The School Board should therefore supplement their efforts and relieve them of this unpleasant task by every possible means. The problem of compulsory attendance should be carefully studied in the light of its most recent developments. Very great progress has been made in other places within a few years, and since our compulsory laws were enacted. We should without delay avail ourselves of these improvements, and see to it that such laws as we have are properly utilized. Negligence in this respect implies an unjustifiable waste of public funds.

Let me indicate briefly what the trend of these modern improvements would mean as applied to Halifax :

1. Every child of school age, physically and mentally fit, should be in school every day, unless absent for some sufficient reason.

2. The compulsory law should be enforced so as to secure regular attendance right along,—not simply to punish accumulated offences a year after their commission, and when it is too late to save the child from the consequences of his neglect.

3. At least two ungraded departments with expert teachers should be organized. Many pupils are truants because, for various reasons, they have fallen behind the other pupils of their classes and out of sympathy with them. These ungraded classes might be made specially attractive. Their Course of Study might include much manual training and otherwise be made suitable to the character of the pupils who

require special and individual attention. Such classes would draw from the other departments many disturbing elements, thus enabling the other teachers to do better work and with larger classes. Such ungraded classes, properly managed, time enough being given to articulate them into the general system, should not add anything to the expenditure. They would, at the same time, reduce to a minimum the number of incorrigible pupils, for whom sooner or later parental schools must be provided. The moral sense of this community will not allow the present arrangement to continue indefinitely.

On this point the State Superintendent of New York says: "I cannot too strongly emphasize the conviction of leading educators of to-day as to the necessity of keeping our truant schools free from all environment that makes them familiar with criminal classes and with vice, or that has a tendency to destroy their self-respect, or to impress the community with the idea that their detention is in the nature of a punishment for viciousness or criminality."

I will mention yet one other aid to improved attendance. The experience of many cities has shown that the want of text-books is a serious hindrance, not only to school work generally, but also to regularity. A strong argument in favor of a system of Free Text-books, is the improvement it always makes in the attendance.

I hope you will not be content to let this subject drop with a tacit assent to the propositions which my argument commends, but that as guardians of the public weal you will give it most serious consideration. An evil which, from its very nature, falls principally upon those who are unconscious of it, is apt to be overlooked. But surely those citizens who are taxed to educate their neighbors' children, have a right to ask that the education for which they pay shall be utilized to the fullest extent.

THE ACADEMY.

If a large attendance, success at the government examinations, and the enthusiastic interest of a very large constituency are indications of prosperity, then the Halifax Academy is the most prosperous institution of its kind in the province. You will notice that the enrolment has gone up from 339 to 360. At the government examination, 211 candidates succeeded in obtaining the grades for which they applied, while many others received lower grades.

At the Halifax station 58 per cent. of the candidates received the grades for which they applied. In the rest of the province only 34 per cent. succeeded.

Halifax Academy has the very great advantage that it confines its work to what is strictly academic. As a consequence the teachers are able to devote all their time to the lower classes, instead of as formerly

neglecting them for the sake of a few students who were doing collegiate work in grade A. Fortunately our grade B students who wish to pursue a higher course have a college, which, barring fees amounting to \$30, is as accessible to them as the Academy was formerly. As a compensation for the fee, they have the advantage in the college of a sound mental development, instead of the cram that is apparently necessary in the A course, as conducted in the most of the Academies. Besides, having entered the college they are likely to remain until they have secured a college degree.

The pupils of the Academy are divided into five classes, averaging 72 in each. In grade B there are 72; in grade C, 135; and in grade D, 146.

In St. Patrick's boys' and girls' schools there are 114 High School pupils, making an aggregate of 474 High School pupils in the city.

About 130 new pupils enter upon High School work each year. This means that 12 per cent. of all the pupils in the public schools, and 24 per cent. of those who enter grade VIII, receive more or less of the advantages of a High School education. The Academies and the High Schools, therefore, reach a very much larger proportion of the people than many persons suppose.

Hon. F. A. Hill says, in reference to higher education, that "it is idle to make a show of defending a citadel that is a Gibraltar in itself, and that no enemy of consequence now attacks." Yet it may be useful to refer to a few facts showing to how great an extent the vitality of our whole educational system depends upon Free High Schools.

First and fundamentally, they open to the poor the door for advancement to the more important positions in the body politic.

The State is always in need of better men and women. We find that so far as brains, high moral character and persistent energy are concerned, Nature has been as generous to the poor as to the rich. Then why should not the State select the best from the whole field, thereby stimulating all to rise to a higher level? Thus will the State as a whole most rapidly advance. On the same principle freedom tends to equality, equality tends to individual exertion, and this to the general prosperity of free communities. Let us then have the open door—the avenues of ascent as open to the poor as to the rich. A few of the rich may shrink from the competition, but the wiser ones will see their own ultimate good in the highest good to the State.

2. High schools are necessary for the scholastic training of the great body of teachers in the schools below. Any community that supports a high standard of teaching and scholarship in the High School will be more than rewarded by the better work done in the common schools. In a profession where the salaries are so meagre

there is much difficulty in keeping up the supply of even tolerably good teachers. Without the free High School it could not be done. In Nova Scotia about 400 new teachers are required every year. Fortunately for the Halifax schools the teachers in the city do not change so often as in the country, yet we need some additions to the teaching staff every year. We have 29 employed now who were educated in the Academy or in St. Patrick's Girls High School, since these schools were last re-organized. Several of these teachers are graduates of the Normal School and of Dalhousie College.

Many of our city young ladies find remunerative employment in the country schools for longer or shorter periods while waiting for openings in the city. The Inspector tells me that they do very good work.

3. Free High Schools are most valuable on account of the way in which they stimulate a large proportion of the teachers and pupils of the higher grades of the common schools. The desire of the pupils to get into a higher grade is one of the greatest incentives to good work in all the lower grades. The ambition to get into the Academy begins to exert its good influence even in the seventh grade. It almost becomes a dominant passion with a majority of those in the eighth grade. When pupils become so eager to learn they are easily managed and do good work. There should, therefore, at every stage of the pupil's progress, be held before him a higher ideal to which he may hope to attain if circumstances permit,—an ideal which will be continually inspiring him to greater effort. There should be no break in our educational system from the Kindergarten to the University.

4. The High School gives to the pupil a broader outlook into the world and a deeper insight into his own capabilities and therefore enables him to choose more wisely his future vocation,—that work for which he is best fitted. Young people in this country, do not, as in Europe, follow as a matter of course the occupation of their fathers. They must choose for themselves, and before throwing upon them this great responsibility, they should be given a chance to know themselves and their environment.

5. The High School utilizes a period of life which in most cases would otherwise be worse than wasted. It would be impossible for the 474 young men and women now in our High Schools to find any profitable employment in the commercial pursuits and undeveloped industries of Halifax. Even now, for every vacant position there are many applicants,—those compelled by poverty to begin life's work prematurely, and those to whom the restraints of school have become irksome.

But for those not driven by necessity, or for those who can endure present inconvenience to secure a future good, it is better that the period of preparation be prolonged. Naturalists find that in the

animal kingdom the length of time during which the young is dependent upon parental aid increases as the species become more highly organized and intelligent. And as man rises in the scale of civilization so does the period of adolescence increase. Science has added so enormously to the productiveness of human industry that, in any well adjusted social state, man can afford all the time that is necessary for a thorough preparation for the duties and enjoyments of life.

6. Higher education should be placed freely within the reach of everybody, for experience shows that where this is done the average earning power of the people is largely increased. Dr. Harris, the United States Commissioner of Education, not long ago called attention to a striking coincidence. Each child in Massachusetts, he said, "receives on an average seven years schooling; each child in the nation only four years and three-tenths. The ratio is 70 to 43. The average daily wealth-producing power of each man, woman and child was during the year taken for the comparison, 73 cents in Massachusetts, while for the nation at large it was only 40 cents."

This fact was subsequently confirmed by the Chief of the Massachusetts Labor Bureau of Statistics. • To quote from Hon. F. A. Hill:—"This cannot all be a mere happening. If it is true that intelligence produces more than ignorance, then excess in wealth-producing power must hold some relation to excess in knowing and doing power." The superior earning power of the people of Massachusetts means an increased income of \$200,000,000 a year, or twenty times the cost of all their schools. They spend one-fifth of their school tax on their High Schools; we spend about one-seventh. In our smaller community we cannot of course expect so much direct benefit; but the margin of gain is so large *there* that we are safe in saying that no other school expenditure *here* is so profitable directly and indirectly as that spent upon our High Schools.

The over crowding of the Academy, to which I referred at length last year, still continues in an intensified form. It is true that remarkable work was done as shown by the splendid success of the pupils at the government examinations, but I fear that if we looked closely into the work we might find in it a skilful conformity to the demands of the examination papers rather than to the needs of the individual pupil, or to the demands of modern life.

The pupils received the most admirable drill in Mathematics, in Classics, and in those other subjects in which the greatest number of marks could be secured with the least expenditure of labor. They also formed habits of industry, secured certain forms of mental discipline, and acquired the ready use of the knowledge which they possessed,—all most valuable. But they neglected many other equally important forms of culture, essential to the right ordering of one's life. The physical development acquired by a well sustained course of gymnastics,

the enjoyments arising from a knowledge of music and art, the practical uses of penmanship and drawing, the increase of brain surface and mass through the exercise of the motor activities, and the special discipline acquired in a well-conducted science laboratory, are all elements which cannot be neglected in a well-rounded modern education. But they do not count largely in the examinations and they are lightly passed over or wholly ignored.

During the period of school life the intellectual faculties may be aroused and temporarily sustained by motives arising from emulation, ambition, a sense of duty, fear, etc., but the most genuine mental growth, outlasting the artificial influence of the schoolroom, is the result of that spontaneous interest and self-activity which the inspired teacher sets free and makes self-sustaining by exhibiting to his pupils that living interest which he himself feels in the pursuit of knowledge.

Teachers such as we have in the Academy, after having so signally demonstrated their superiority, should be able to ignore examination results to some reasonable degree and aim at the higher order of teaching,—the formation of character and the symmetrical development of the whole child.

However, it must be evident that the best work cannot be done in every direction so long as the teaching corps is so small and the attendance so large. The first and most urgent need is an additional science teacher—a man who can teach Science by laboratory methods as skillfully as Classics and Mathematics are taught in their respective departments. If such a man can be found, there should be no delay in securing his services.

Since many years Science teaching has been a prominent feature of the German schools. Well-equipped laboratories are now to be found in the High Schools of every city of any importance in the United States. The educational authorities of Scotland have issued the fullest instructions for the teaching of Experimental Science all over the country, and for the establishment of Science Schools of the modern type, with Science, English, Drawing and Manual Training as the principal subjects. If a department for laboratory work is added to the Halifax Academy, we may expect that the colleges of Nova Scotia will feel justified in following the example of Harvard University in making Science compulsory for matriculation. When this is done Book-Science and cram will disappear and rational methods will come into general use.

COMMON SCHOOLS.

Throughout the last 15 years the average number of pupils daily present with each teacher has not varied much. In 1884 it was 38; in 1891, when there was an epidemic of diphtheria, the average went as low as 34. For this year it is 37.

The number enrolled varies very much in the various departments. As we get up into the higher grades the number of subjects to be taught and the number of exercises to be corrected out of school hours are largely increased. Besides, of those who enter grade I less than one-half, on account of deaths and withdrawals, reach grade VIII. The greater difficulty of the high grades, and the smaller number of those who are prepared for them, clearly require that the enrolment should be reduced as we ascend. In the larger schools the Principals who faithfully look after the other departments should not be burdened with too much work in their own departments.

It is true that if we neglected efficient grading, disregarded the health of the pupils and overworked the teachers, we might crowd more pupils into each room, but it would be the poorest kind of economy.

The average number of pupils in attendance to each teacher in the cities of Maine is 28; of New Hampshire, 31; of Vermont, 31; of Massachusetts, 35; of Rhode Island, 29; of Connecticut, 32; of the United States as a whole, 36,—all below our average.

The following table, in which the numbers enrolled in the various schools in 1898 and 1891 are noted, will be of interest:

ATTENDANCE FOR 1898 AND 1891 COMPARED.

SCHOOL.	Year.		Increase.	Decrease.
	1898	1891		
Academy.....	360	248	112	.....
Academy, Prep.....	63	.....	63	.....
Acadian.....	161	258	.....	97
Africville	45	30	15	.....
Albro St.....	657	626	31	.....
Alexandra.....	782	630	152	.....
Beech St.....	122	99	23	.....
Bloomfield	371	336	35	.....
Compton Ave.....	532	353	179	.....
Dutch Village	105	80	25	.....
Industrial	36	32	4	.....
Le Marchant St	269	147	122	.....
Maynard St..	51	61	.....	10
Morris St	608	544	64	.....
Prot. Orphanage	64	43	21	.....
R. C. Orphanage	109	103	6	.....
Richmond.....	253	251	2	.....
St. Mary's Boys'	395	449	.....	54
" Girls'.....	531	464	67	.....
St. Patrick's Boys'	556	536	20	.....
" Girls'.....	586	590	.....	4
" Home	66	.....	66	.....
Sunmer St.....	280	206	74	.....
Tower Road	227	181	46	.....
Young St.....	701	464	237	.....
	7930	6731	1364	165

It will be seen that during these seven years, the increase in the Academy was 112 pupils, or 45 per cent. When we take into account that the examination is now more difficult, and that the entire enrolment increased only 18 per cent, it must be evident that the common schools have improved very much or that the people are becoming more appreciative of a high school education, perhaps both.

The Acadian and National Schools had in 1891 an aggregate of 258 pupils. The National school was closed in 1893. There are now only 161 pupils in the Acadian, showing to what an extent the people are moving from the central parts of the city.

Albro Street School shows an increase of but 3 pupils. This is owing to the building up of Compton Avenue and Bloomfield schools.

The large increase in Compton Avenue, Beech Street and LeMarchant Street schools shows the direction in which the population is moving, and where increased accommodation will next be needed.

Alexandra school undisturbed by outside influences shows an increase of 24 per cent, slightly above the normal.

Morris Street, Le Marchant Street and Tower Road Schools may be taken as one school ; together they show an increase of 26 per cent, or 8 above the average.

Richmond School has been stationary.

St. Mary's Boys' School has lost 54 pupils, probably on account of the establishment of La Salle Academy in that neighborhood, and partly on account of the Kindergarten in the Girl's School, and the removal of a few pupils to Summer Street School through change of residence.

Summer Street School shows a large increase ; St. Patrick's Boys' and Girls' Schools almost none.

Young Street School, the successor of Russell Street School, shows the advantage of a new and centrally located building, by an increase of 51 per cent.

The schools as a whole show an increase of 1199 pupils, or 18 per cent. Seeing that the increase in the number of teachers is at just the same rate, the taxpayer has in this respect no right to complain.

PREPARATORY DEPARTMENT.

In July, 1897, there were about 180 applicants for entrance into the Academy. Of these about 70 failed in their examinations. If sent back to the same teachers to do the work of grade VIII over again, associated with younger pupils, many of them would lose all interest in their work and fall into idle habits. It was therefore thought best that

a new department should be opened to them, and that in reviewing the work in which they failed they should have the stimulus of a special teacher, well fitted to present the old subjects in a new light. The over-crowded state of Morris St. School at this time, formed an additional reason for a new department. Miss A. H. Hamilton was placed in charge. Her pupils, many of whom had failed merely from carelessness and irregular habits, received a training which resulted in clearness of thought, careful attention to form, and systematic, industrious habits. At the examination last July, 45 of them applied for admission to the Academy and 41 succeeded,—many of them with high averages.

It was in somewhat similar circumstances and with like success that Principal Kennedy began his High School work in 1889.

COMMON SCHOOLS.

Of the individual schools there are but few new features or tendencies to record for the past year:

Acadian School.—The enrolment was 24 less than it was the year before. Considering the difficulties of the situation, the work in all the departments was specially good. The classrooms were completely renovated at summer holidays, and made equal to the best in the city.

Africville.—Enrolment increased by 12.

Albro St.—Enrolment decreased by 13. There was average work throughout the school. Miss Haverstock deserves special mention, as being a young teacher of much promise; she might be safely trusted with any common school department.

The teachers of this school have done much to secure the interest, sympathy and co-operation of the parents of their pupils. The parents are invited once a month, or as often as convenient, to listen to a programme consisting of select recitations and a review of the pupils' work. Parents' Day has been helpful to all concerned, and should find a place in every school.

Alexandra.—Decrease, 33. The Smead system of heating and ventilation continues to be most unsatisfactory, notwithstanding every effort to remedy its defects. Teachers and pupils complain of languor and illness as the result. Probably the structure and location of the building are such that some radical changes in the system will have to be made at as early a date as possible.

Beech St.—Enrolment 122, an increase of 15. There are about 180 pupils of school age in this section—altogether too many for two teachers. The building used at present is too small and otherwise unsuitable.

Bloomfield.—Increase 16.

Compton Avenue.—Increase 6. Enrolment 532, an average in each department of $59\frac{1}{3}$.

Dutch Village.—Enrolment 105, increase 10. Here we had last year an additional teacher and a beautiful new classroom, and as a consequence greatly improved work.

LeMarchant St.—Increase 18. The Principal emphasizes the formation of character as the most important object in education, and in this she is undoubtedly right.

Maynard St.—Increase 6. In good work, this school never excelled its record for the past year.

Morris St.—Decrease 31. Nearly one-half of the pupils who passed into the Academy last year were from Morris St. School. Mr. Trefry is a strong Principal, as well as a good teacher, and a man to whom his assistant teachers can apply for advice and support, with the assurance that they will not be disappointed.

Protestant Orphanage.—Decrease 2.

R. C. Orphanage.—Increase 8. The new primary teacher, Miss Kelly, is doing excellent work. The advantage of regular attendance and proper attention to home lessons are conspicuously shown in this school. It would be well if dilatory parents could learn from it, how much time is gained, what excellent habits are formed, and how much more work can be done, when every hour has its allotted duty of work or play. These orphans, in spite of their early disadvantages, are more advanced in their studies than children, no difference how comfortably situated, who are allowed to come and go, study or not study, as they please.

Richmond.—Increase 2. Principal Marshall makes the study of Nature very interesting to his pupils. Semi-cultivated fields, fragments of forests and the sea-beach, in the immediate vicinity, present fine opportunities for work in Natural History. Principal Marshall receives a special grant of \$100 from the Council of Public Instruction for teaching the elements of agriculture. If it could be shown that every teacher would receive in his professional training, and communicate in his teaching, as much knowledge of farming as Principal Marshall does, it would be easy to settle the question of the amalgamation of the Normal School and the School of Agriculture.

St. Mary's Boys'.—Decrease 24. There has been a marked improvement in this school throughout the last year—more definite work in each department and a determined effort to raise the standard. Miss Dwyer is to be especially commended for the way in which she

develops the better side of every boy's nature by a generous attractive sympathy.

St. Mary's Girls'.—Increase 51. The marked feature of this school is the attractiveness of the classrooms.

St. Patrick's Boys'.—Decrease 17. The work of the past year has been rendered much more pleasant by the renovation of all the classrooms after the fire, and by the introduction of hot water heating. The teaching staff was greatly strengthened by the recent appointments.

St. Patrick's Girls'.—Decrease 2. I have already referred to the academic work of this school. At the head of the common school work stands Sr. Cecilia who received her appointment in 1894. When I would have strangers leave with a good impression of our schools, or when I would stimulate other grade VIII teachers by a good example, this is one of the departments to which I recommend a visit.

St. Patrick's Home.—Increase 16.

Summer St.—Increase 25.

Tower Road.—Decrease 29.

Young St.—Increase 39.

Manual Training School.—Conducted by Mr. Gardner. The boys of the senior departments of the common schools show much interest in the work, and are greatly benefited. It is to be regretted that the pressure of other subjects in the Academy is such that it has been found impossible so far, to develop a second year course in wood-turning.

For the next six months this department will be engaged in supplying the laboratory with test-tube holders and chemical trays. This will effect a considerable saving in the expense of the laboratory, while the added interest will make the work more educative to the Manual Training boys.

School of Cookery.—This school is centrally located, being in the basement of St. Patrick's Boys' School, and on the main line of the street railway.

The rooms cost nothing for rent as they were not used for any other purpose. The teacher Miss Helen N. Bell is a graduate of the Glasgow Training School and of the Department of Domestic Science at South Kensington. She is in every way admirably fitted for the work, by experience, education, general culture personal qualities, and teaching ability. She receives a salary of \$500 a year.

The pupils are selected from the senior departments of the city

schools in turn, so that every girl in the city who passes through grade VIII will receive a course of 20 lessons, each two hours long.

The necessary outfit of stoves, tables, cooking utensils, &c., cost less than \$100. As the pupils buy the food, which has been cooked, at about the cost of the raw materials, the annual current expenses will, at the present rate, be considerably less than \$50 net.

A fee of one dollar a month is charged against all non-residents. A certificate of proficiency from Miss Bell counts 10 in the Academy entrance examination.

For further information I quote from Miss Bell's report to me of her work :—

“The School Board of Halifax, having gained the proud distinction of being the first in the Dominion to introduce Manual training for boys into the regular school course, it was to be expected that it would not be behind hand in providing a kindred subject for girls, and in the end of 1897 it was decided to give the girls of the public schools an opportunity of being instructed in the art of cookery. Rooms were fitted up for the purpose in St. Patrick's Boys' School and work commenced early in January of the present year.

Previous to that date, however, 275 girls from different schools had received a course of instruction at classes established by the Halifax Local Branch of the Women's Council. This Association of ladies took a deep interest in this subject from the first, and still continue to do so, giving several prizes in different classes.

The attendance at the classes has all along been very good, the girls coming most regularly, even from such distances, as Summer Street, Morris Street and Richmond. This of itself is a pretty fair test of the interest taken by the pupils in their work; while the careful attention given as a rule to the instruction, and the good progress made by nearly all the pupils, evidence an eagerness to learn. The parents and friends, also have gradually begun to show a very gratifying interest in the school by visiting it, and by encouraging the pupils to carry on their practice work at home.

The attendance at practice work is necessarily limited to 20 for each class, but on days when Demonstrations are given, twice that number often attend. During the first session, from January till July the registers show an attendance of 8th grade pupils of 393, and from the County Academy 48.

An interest in the work of the school has also been awakened in other parts of the Province, as shown by 4 young ladies, one from Stellarton, and three from Bridgeport, coming to the city in order to take the whole course of school lessons. * * * * *

The course of instruction for the school children consists of Demonstration lessons in all the different methods of cooking food; Practice lessons in the same, when the pupils themselves do all the work; Demonstration and Practice lessons in taking care of food, managing stoves, and cleaning all cooking utensils; and during these lessons habits of neatness, tidiness, cleanliness, punctuality, and economy are sought to be inculcated.

A course of instruction in theory is also given embracing the uses, classification, and chemistry of all food materials used; the physiology of digestion; and very particular and special instruction in the selection and preparation of food for invalids.'

PROPORTION OF MALE AND FEMALE TEACHERS.

Twenty years ago the teaching staff of Halifax consisted of 27 men and 81 women. The numbers are now 16 and 126. The proportion of male teachers has fallen from 25 to 11 per cent. In a few towns of the United States this movement went so far that the schools were placed almost wholly in the charge of women. There arose much discussion as to the effects of the change and, in a few cases, School Boards decided that all large schools should be managed by men.

It is generally conceded that on account of woman's instinctive love of children and her greater sympathy with child nature, she is better fitted than man for the teaching of children. She has more patience and gentler methods, and therefore more readily wins their confidence and secures their co-operation. She is generally decidedly interested in the work. As to her superiority in the primary classes there can be no question.

But it was felt that she was lacking in executive ability to manage a school as a whole, and that she did not have that knowledge of practical business and of the outside world that would inspire the older boys with respect. It was thought that there would be fewer cases of insubordination if the boys knew that behind the commands of the Principal there was, if necessary, the physical force to compel obedience.-

Aside from all these considerations, I think it would be undoubtedly better if in all large schools all the pupils above grade IV, girls as well as boys, had the advantage of being taught, at least half the time, by men. When the majority of pupils reach the age of 11 or 12, it is of the greatest importance to them that their ideals of man and woman, as seen in father and mother, should be modified by the ideal man and woman as seen in educated and refined teachers. The facts of life are seen, felt, and presented differently by the different sexes. The pupils should have the benefit of every point of view. In girls' schools, taught wholly by women, we do not find the sturdy common sense,

strength of character and sound views of life that characterize well-conducted co-educational institutions. The best conditions for an all-round training of children exists in the ideal family circle, and the school which would continue that training in normal conditions must conform to that ideal.

After education became a matter of general public interest it did not take educationists long to discover that women were naturally better fitted than men to be teachers of young children. School Boards, finding that women taught the lower grades more successfully than men and at a lower salary, thought it economy to give them higher and higher positions, until now they have almost wholly displaced the men in many cities, and even throughout large country districts. Young men gradually began to look upon teaching as woman's work. They turned their attention to other employments, to such an extent, that in Halifax, for instance, I know of only two young men who expect to become common school teachers.

Another element in the case, is the inadequacy of the salaries offered. Young men having the ability, education and other qualifications necessary for success cannot be found who are willing to continue for more than two or three years in an occupation which gives them only \$500 for the first year, and leaves them for an indefinite period at \$700, after five years' experience. We have had several inexperienced young men who made use of their situations as stepping-stones to other professions.

At the present time, then, it may be said that we have no young men in training for the higher, or, indeed, for any positions in the teaching profession. If a principalship became vacant in any of our larger schools, and we wanted a man to fill it, we would be compelled to take our chances of some young, inexperienced college graduate, or of some country teacher who might fail to accommodate himself to city conditions. Of course a good salary would secure a good man.

But on the other hand, we have over 100 women, of whom several have had much experience. In selecting the best from so large a number, we do not run much risk of not being able to secure a woman of strong personality, first-class executive powers, rare teaching ability, and of the highest moral qualities. As a matter of fact, we have such women acting as principals, and they were selected because it was known that they would do better work than any men available for anything like the same salary. For example, it would be difficult in this country to find a man at any salary who could manage Compton Avenue School better than Miss Creighton, the present Principal. And her case is not singular in this respect.

To create the conditions in Halifax, that would give us a sufficient number of male assistants in training for higher positions would cost

not less than \$5000 a year. Any proposal for so large an additional expenditure is not likely to be entertained, although no doubt the schools would be benefited by having a larger proportion of male teachers than at present. But if my argument is sound, they should be, not in a few schools only, but in every school and in the positions for which they are best adapted. It does not therefore follow that every school should have a male Principal.

SALARIES OF FEMALE TEACHERS.

If good men had been willing to teach for the salaries offered to women, our schools would now be enjoying the advantages of having a fair proportion of male teachers, especially in the upper grades. At the present time we have 77 grade C teachers, whose average pay is about \$1.30 per day. Now it is possible that if these positions were offered to common laboring men—heads of families—a sufficient number might come forward to fill them. If, however, they did their work honestly, they would find it so distracting to keep 50 diverse specimens of perpetual motion in order, so difficult to understand and adapt themselves to 50 diverse dispositions, so tiresome to examine and correct 50 written exercises every night and plan out next day's lessons, so hard to please 50 parents and convince them that their ducklings are not swans, so confining and unhealthy to be shut up with 50 children in badly ventilated rooms, so expensive to buy the necessary educational papers and books and keep up respectable appearances, that in a few weeks they would return to their former employers, asking as a favor to be allowed to resume their former work at a dollar a day.

Even at considerably higher salaries than are offered to women the young men of Halifax have almost entirely abandoned teaching as a profession.

Now if we would not lose the *best* class of women also, we must keep their salaries at least up to the present standard. And for the teaching profession nothing but the best is good enough.

The young lady who intends to become a teacher requires to have a very good general education. All else being equal, the better she understands her subject the better she can teach it. Formerly it was thought that anyone who could read, write, cipher, and use the ferule was fit to be a teacher. But nowadays even a primary teacher, in addition to the three R's, must know all about elementary natural history, in order to give nature lessons; must be able to draw well, in order to illustrate her lessons; must be able to teach singing and gymnastics, in order to keep up the interest and health of the pupils. As a basis for child study she must understand the history of our race development and be able to know and take advantage of the corresponding epochs in the awakening of the child's mind. No difference how trying the circumstances, she is expected to control her temper perfectly and to govern her school for the most part without

whipping, or if whipping be necessary, to inflict it invariably with wisdom, justice and kindness. She must study current educational literature, so as to be able to adopt the best methods. She must be cultured and refined, so that the pupils from her example may learn polite manners and acquire a good address. She must be well read, so that from a richly-stored memory she may be able to draw forth precepts, anecdotes and illustrations for the enforcement of moral lessons. She must also have a well-balanced mind and robust health to endure without hurt the mental worry and unhygienic conditions to which she must submit. And, lastly, it would be an advantage if she were personally attractive.

Any person who has any adequate appreciation of the value of education will endorse all that I have said regarding the qualifications necessary for a teacher. Now, how are we to secure and retain such teachers? First of all, they must be offered such salaries as will justify the necessary preliminary expenditure—the buying of expensive books required in the High School and College, the payment of college fees and the cost of living during the long course of training. In the second place, they should receive the respect, sympathy, and co-operation of the parents and of society generally. The really cultured people of any community will always be most ready to accord to the worthy teacher a good social position. It was an eminent clergyman who said that “there is no office higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul and character of a child. The first minds of the community should be encouraged to assume it.” Education is the chief interest of the human race, the largest function of the state, and the highest and most difficult duty of the parent, and the teacher is the skilled expert who must be called in to assist.

There are other employments for women besides teaching and there are excellent women found in them,—women of ability, for in many cases they are better paid than teachers.

The best charwomen get about 70 cents a day, two or three meals, and perquisites sometimes. Substitute teachers, some of them college graduates, get but \$1.00 a day and no perquisites. Some maid-servants get \$120 a year and board. After the average grade C teacher pays her board at \$3.00 a week, she has left of her year's salary \$122.24 for clothing, books, doctors' bills and all other expenses. The best dress-makers get from \$1.50 to \$2.00 a day and two meals besides. Several of the best stenographers, bookkeepers and saleswomen get from \$480 to \$850 a year. Now, as I have said, these are all most worthy and excellent women, but to say that their work is as important in any respect as that of a teacher, would be treason against the well-being of the state, and to say that they need as much talent and training would be a grievous mistake.

To secure the best teachers for all the schools of Halifax, is the most important duty of this School Board, and the best can be secured

only by good treatment and fair salaries. The salaries are now at the lowest point compatible with good results ; for after the fullest investigation we find that they are lower than those in any other city of the same size, except one, and we find the same regarding the average cost per pupil.

Were it not that this Report is already too long I would like to call your attention to some still unrealized recommendations made in my last reports and to strengthen them with new facts and arguments. But I will merely mention two or three of them.

1. It is the general impression of our teachers that an improved set of Readers would greatly improve the teaching of reading, and that supplementary readers are also needed to create a love for good literature.

2. Considering the importance of having good school libraries we are making slow progress in securing them.

3. It is most desirable in the interest the children and the public, as well as of the teachers, that provision should be made for pensioning old teachers. In the early part of this last year the English Parliament passed an Act securing to existing teachers \$200 a year and to future teachers \$350 a year after they are retired.

All of which is respectfully submitted.

A. MCKAY.
Supervisor.

Halifax, 24th December, 1898.

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

(I).

Halifax Institution for the Deaf and Dumb, 1898.

(FOUNDED 1857).

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

SIR:—

The attendance for the school year has been one hundred and two, sixty-five boys and thirty-seven girls; of whom eighty-eight belong to Nova Scotia, nine to Newfoundiand and five to P. E. Island. The following table gives in detail the whole attendance :—

	Boys.	Girls.	Total.
Pupils of previous year still in attendance.	50	28	78
Additions during the year.....	8	4	12
Left during the year.....	3	4	7
Absentees expected to return	4	1	5
	65	37	102

The health of the pupils has been exceedingly good during the year, which is owing no doubt to the improved sanitary conditions provided by the new bullding, the ample recreation grounds and the physicial training the pupils receive under Sergeant-Major Long. Drs. G. M. Campbell, Dodge and Cogswell have gratuitously rendered valuable services and have evinced very great interest in everything pertaining to the well-being of the household.

The work of the schoolroom has been carried on successfully, and the most agreeable relationship has existed between teachers and pupils, the former evincing their usual deep interest in the mental and moral training of those under their care and the latter displaying a ready obedience to orders and a willingness to help whenever called upon to the best of their ability. The staff is composed at present of

Miss J. R. Bateman, Mr. S. H. Lawrence, Miss M. Mosher, Miss A. Johnson, Miss B. Macdonald, Miss C. Mahoney and Miss M. J. Grant. Miss L. Mahoney, who resigned her position last June to be married, carried with her the high estimation of the Directors, the respect of her fellow-workers and the affection of the pupils. Her place is filled by her sister, Miss C. Mahoney, who promises to become, like her predecessor, a valuable teacher. The school has also been fortunate in securing the services of Miss M. J. Grant, a graduate of Dalhousie College, who already shows a deep interest in her work and gives high promise of becoming a very successful teacher of speech to the deaf. Miss Bateman, a most faithful, experienced and efficient teacher continues her work in the oral classes and Mr. Lawrence is giving much satisfaction in the manual department. Miss Mosher, a former pupil, Miss Johnson and Miss Macdonald have proved themselves conscientious, painstaking teachers, and like the other officers have ably assisted me in carrying on the work of the Institution.

In the domestic department Miss R. B. O'Brien has fulfilled her duties to the complete satisfaction of the Directors. She is assisted in her arduous work by Miss Bessie Bond, a former pupil, who continues to give as heretofore instruction to the girls in sewing, knitting, darning, fancywork and dressmaking.

A printing press has recently been introduced and a printer comes three evenings in the week to teach the older boys type-setting and printing. Very encouraging progress is being made. It is the intention of the Directors to erect workshops in the near future and begin the teaching of trades on a more extended scale.

Though the number of pupils has greatly increased within the last few years, yet there are still many deaf children of school age throughout the province who are not receiving the benefits of the Institution. The Directors would feel grateful if clergymen, doctors or teachers would inform the principal of the Institution of the whereabouts of such children, in order that immediate steps may be taken to have them brought under instruction.

Yours respectfully,

JAS. FEARON,

Principal. Z

(II.)
HALIFAX SCHOOL FOR THE BLIND, 1898.
 (INCORPORATED 1867.)

TWENTY-EIGHTH ANNUAL REPORT OF THE BOARD OF MANAGERS OF THE SCHOOL FOR THE BLIND.

The Board of Managers have much pleasure in submitting to the members of the Corporation, to the Governments and Legislatures interested, and to the friends of the Blind, the twenty-eighth Annual Report of the School, and in doing so they desire to express their gratitude to Almighty God, for the many blessings which the School has enjoyed and for the great and growing interest that is being evinced in the welfare of the Blind.

ATTENDANCE.

The number of pupils in attendance shows a small increase over that of last year, being 106 pupils in 1898 as against 102 pupils in 1897. It is a matter of satisfaction to your Board to know that such a large number of boys and girls are enjoying the educational advantages which the School affords and are being trained for lives of activity and usefulness.

SUPERINTENDENT'S REPORT.

The Superintendent's report deals fully with the work in several departments of the School and shows that the educational training given to the pupils is of a practical character and that physical, mental, and moral well being of each pupil is duly considered.

TEACHING STAFF.

It is with pleasure that your Board expresses its appreciation of the able work done during the year by the members of the staff. Few Schools for the Blind can lay claim to having more educated or more efficient teachers than those on the staff of this School, and certainly no Institution could have secured a staff of teachers more devoted to their work and to the welfare of the pupils.

GRADUATES.

Three young women and seven young men received diplomas. Six of these are in the service of the Government, three in the service of the B. after

trained as a Kindergartner has taken an assistant's place in the Kindergarten department of the School. These ten graduates are well qualified to maintain themselves and in fact nearly all are now successfully earning their own livelihoods.

DOMESTIC DEPARTMENT.

During the past year several changes have taken place in the domestic staff of the School but the work of this important department has nevertheless been satisfactorily carried on and the comfort of both teachers and pupils has received every attention. Owing to ill health the bright and energetic matron, Mrs. H. E. Dudley, felt obliged to resign her position, which she did on the first of November, and for the same reason the steward, Mr. G. N. Towell, had to give up the care and oversight of the kitchen and dining-rooms. No permanent appointments have yet been made to fill these positions but the acting matron and housekeeper are giving entire satisfaction, and are conducting their departments in a thoroughly efficient manner. The motto of our domestic department is "Comfort, Convenience and Economy," and by strict adherence to the principles of this motto the household, numbering 123 persons, enjoys a home life such as is seldom known in large establishments.

NOVA SCOTIA.

Twenty-six girls and thirty-seven boys from the Province of Nova Scotia are now attending the School and for their education the Legislature and Municipalities of the Province make liberal provision. There has been a small increase in the number of Nova Scotian pupils but it is probable that nearly all the blind persons in the Province of a schoolable age are now under instruction.

NEW BRUNSWICK.

The number of pupils from the Province of New Brunswick shows a small increase over that of last year, there now being in attendance ten girls and nineteen boys. For the education of these twenty-nine pupils the Legislature and Municipalities of New Brunswick have made the same provision as in Nova Scotia. The following extract from the annual report of the chief Superintendent of schools for New Brunswick will be gratifying to the friends of the Institution and interesting to the parents of blind children. Doctor Inch says, "In October last I had the privilege of visiting the School for the Blind in Halifax, and was deeply impressed with the excellence of the work there carried on under the able supervision of Principal C. F. Fraser and his devoted staff of teachers. I found the buildings and grounds commodious, the apartments comfortably furnished, scrupulously tidy and well adapted in every way both for the work of the several departments of study and industry, and as a healthy home for the children.

In the branches of ordinary school work the pupils seemed quite

SPECIAL INSTITUTIONS.

proficient as children of the same age in our best public music both instrumental and vocal, many of the pupils results of careful training, combined with more than talent. In several of the handicrafts, such as the making of willow baskets, the cane-sewing of chairs, and some kinds of work, such excellent specimens were exhibited, and so much of the operations to convince him that the fingers of the Blind work so deftly and produce such results.

The value of technical and mechanical instruction in transforming who would be otherwise dependent upon the charity of others, into workers and wealth producers, cannot be over-estimated. New Brunswick has made no mistake in uniting with Nova Scotia, P. E. Island, and Newfoundland in maintaining a school for the Blind, which is a credit to these Provinces."

PRINCE EDWARD ISLAND.

Prince Edward Island has at present one girl and five boys attending the School and while there are no doubt more blind children on the island, who should be receiving an education, the Government and Legislature of that Province have not yet broadened their system of free education so as to include all of those who are deprived of sight. The Superintendent of the School with a number of pupils visit Charlottetown during the session of the Legislature in April. Three public meetings were held and resolutions endorsing the education of the Blind were carried unanimously. Owing to lateness of the session the Government took no definite action but City Council of Charlottetown realizing the justice of the claim those who are blind to a free education, voluntarily supplement the Provincial grant to the School.

The Government of P. E. Island now have the question of the education of the Blind under consideration, and it is hoped, that withstanding the many urgent demands for Provincial aid with the Government is beset it will find a way for making education this School free to every blind child in P. E. Island.

NEWFOUNDLAND.

Two girls and six boys from the colony of Newfoundland are attending the School for whose education the Legislature of Newfoundland makes an annual per capita grant. In the last year the School Board respectfully called the attention of the Government of Newfoundland to the fact that there should be an assurance that with the increase of Newfoundland pupils from that colony would be increased in the same ratio. We received a very encouraging letter from the Colonial Government to the effect that the Government of Newfoundland would have much pleasure in increasing the grant to

in the same ratio as the increase in the number of Newfoundland pupils, provided that each pupil seeking admission should obtain an order for admission from the Colonial Secretary. May we not hope that the Government and Legislature of Newfoundland will enact a law making education free to the Blind of that Colony, just as it is now free to children with sight.

BUILDING FUND.

We have much pleasure in stating that by the subscriptions of the friends of the School, the Building Fund has now reached the sum of \$22,619.16, of which \$20,795.03 has been paid in. The cost of our spacious west wing with the alterations to the main building has been \$23,124.59. It will thus be seen that with new subscriptions of \$505.43 and the paying in of the amount already subscribed we will be able to wipe out the balance of debt which still stands against the building.

TREASURER'S STATEMENT.

The Treasurer's statement herewith submitted shows the receipts on current account to have been \$17,039.85 and the expenses \$16,896.08, leaving a small balance in the bank to the credit of the School.

ACKNOWLEDGMENTS.

In addition to the donations elsewhere acknowledged, your Board gratefully acknowledges the receipt of \$200.00 from the estate of the late Lady Kenny.

The thanks of the Board of Managers are due Drs. Lindsay, Dodge, Kirkpatrick and Cogswell. These gentlemen gladly give their services to the pupils free of charge, and are ever ready to render them such professional aid as they may require. The untiring care of Doctor Lindsay for the twenty-six cases of measles mentioned by the Superintendent is deserving of our special thanks.

We are also indebted to Doctor Dodge for his kindly examination of the eyes of three little children who were too young to enter the School. One child was operated upon by Doctor Dodge, and the improvement in his sight has been so satisfactory that it is probable he will be able to obtain his education in the public schools.

The Board of Managers also desires to express its thanks to Mr. H. B. Clarke, the Orpheus Club, and to the Halifax Symphony Orchestra, for kindly admitting the pupils to the lectures, concerts, etc., under their respective management. These entertainments are a source of great pleasure to the pupils, and are of great educative value.

The railways and other transportation companies have our thanks for the special rates granted to the pupils, and for the care and consideration shown to the younger children by their respective officials.

THE FRASER CLOCK.

The Managers in conclusion have much pleasure in referring to the beautiful and valuable chiming clock, now standing in the corridor of the School. This was presented to the Institution by the pupils, graduates and friends of the Blind to mark the close of the twenty-fifth year, of the services of the Superintendent, C. F. Fraser, whose services are almost indispensable to the School and who has under God's good Providence since the first inception of the work, and throughout these many long years, been a leading factor in the wonderful growth and rapid expansion of this valuable Institution, and the handsome clock is a fitting token of the regard in which he is held.

All of which is respectfully submitted.

W. C. SILVER,
President.

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind:

GENTLEMEN :

The table of attendance herewith submitted shows that 122 blind persons have been under instruction during the past year, 76 of whom were males and 46 females. Of these, 16 have since graduated or left the School, making the total number registered December 1st, 1898, 106, of whom 67 are males and 39 females. Of these, 63 are from the Province of Nova Scotia, 29 from New Brunswick, 6 from P. E. Island, and 8 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1897.....	63	37	2	102
Entered during the year	10	9	1	20
Graduated or remained at home.....	9	7	.	16
Registered Dec. 1st, 1898.....	64	39	3	106

THREE FAMILIAR QUESTIONS.

During the past year a very large number of people have visited the School and have become interested in the education of the blind. Among the many questions which the officers and teachers are frequently asked are the following:

"Is the Institution self-supporting?" "Do the parents of the pupils have to pay for them while in the School?" "Are all the pupils totally blind, or can some of them see light?"

These questions are so frequently and persistently asked by visitors to the School that it may not be amiss to answer them in this report, in the hope that by so doing the public may the better appreciate the circumstances under which the work of the Institution is carried on.

HOW THE SCHOOL IS MAINTAINED.

It is to be presumed that the question as to whether the Institution is self-supporting is called forth by the visitors seeing the baskets, brushes and other articles, made by the pupils, which are offered for sale. As a matter of fact, the returns from the sale of articles made in our girls' and boys' work departments barely cover the cost of tools and materials used in their manufacture, and hence the Institution derives no income from this source.

The current revenue of the School is mainly drawn from three sources, as follows :

First—A per capita grant of one hundred and fifty dollars for each pupil in attendance. In Nova Scotia and New Brunswick one-half of this amount is paid by the Government of the Province and the remaining half by the municipality in which the pupil has a legal settlement. In Newfoundland the grant is paid annually from the Provincial Treasury, while in P. E. Island the grant of the province is supplemented by that of the City of Charlottetown.

Second—The interest upon investments. The invested funds of the School have been derived from the bequests of benevolent and public-spirited men and women ; and as the Treasurer's statement will show, the interest upon these funds forms a considerable portion of the revenues of the School.

Third—Subscriptions and donations. The subscriptions of the members of the Corporation and the donations of other friends and organizations have been and are of great assistance in carrying forward the work. Were it not for these contributions the pupils would be deprived of many of the advantages they enjoy.

LARGER INCOME GIVES GREATER ADVANTAGES.

As will be seen by the foregoing, the School is maintained by Provincial and Municipal grants and by private benefactions. By observing strict economy the current expenses are kept well within the revenue, and at the same time the pupils are given excellent advantages. With a larger income these advantages could be increased and our pupils would be better prepared for the battle of life. This we would ask the friends of the blind to keep well in mind.

FREE EDUCATION.

The question as to whether the parents of the pupils have to pay for them while in the School is a very natural one to those who do

not realize that education has been free to the blind in the Province of Nova Scotia for the past sixteen years, and practically free to the blind of New Brunswick, P. E. Island and Newfoundland for upwards of ten years. This being the case, the parents of pupils are no more called upon to pay for the education of their children in this School than they are called on to pay for the education of their children with sight in the public schools. The friends of the blind in the Maritime Provinces and Newfoundland have every reason to feel proud of the manner in which the Governments and Legislatures have dealt with the education of those who are deprived of sight. The blind are now placed upon the same educational footing as their more favored brothers and sisters. In this respect the educational system of the country has been kept well abreast of the times.

BLINDNESS TOTAL OR PARTIAL.

In answering the questions with respect to the degree of sight or as to the total blindness of particular pupils one cannot help being impressed with the popular belief that no one is blind who sees light, and with the idea that this is a School for the Blind, and hence it is a school for those who cannot see light. Of the 106 pupils now in attendance at the Institution 25 are totally blind, while the remaining 81 have more or less vision, some being able to distinguish colors and move about with ease, while others can barely distinguish the rays of the noonday sun. So far as education is concerned these boys and girls are all practically blind; that is, no one of them has sufficient sight to enable him to study in the public schools, and this is the only school in which any of them can be trained and educated so as to become useful men and women. Several of the pupils now attending the Institution were within the past two years attending the public schools in the community in which their parents reside. Their eyes, perhaps naturally weak, failed under the strain of constant daily use in the schools and this fact should lead us to consider whether in the interests of the public generally, periodical tests should not be made of the eyesight of growing children.

PERIODICAL TESTS.

In the City of Minneapolis a test of this kind was recently made, under the guidance of an oculist. The principals of the schools tested the eyesight of 23,049 children, and found to their surprise that the sight of 7,293 children was defective. Many beneficial results have been the outcome of this test, and several of the children, who might have become permanently blind, have, through treatment, retained a fair share of eyesight.

RECOMMENDATION.

While we aim at educating those who are so far deprived of sight as to be unable to study in the public schools, we are quite as anxious to prevent any unnecessary addition to the number of those who are permanently blind. Such an inspection and test of the eyesight of

children in the public schools as has been suggested here could be made at a very small expense, and the matter is deserving the earnest consideration of our legislators and those directing the educational system of the country.

THE EDUCATION OF THE BLIND, PAST AND PRESENT.

No branch of pedagogics is more interesting than that of the education of the blind, and no branch of the science of teaching has, during the nineteenth century, shown more marked development.

If, at the commencement of this century, an intelligent and well-trained teacher had unexpectedly been placed in charge of a class of pupils deprived of eyesight, he would have found that his best efforts were required to secure even the most meagre results. All his knowledge of the ordinary methods of teaching would have counted for naught and he would have been obliged to content himself with giving his pupils that one sided education which would result from the memorization of such facts and figures as he might give them orally.

Long years of experience in teaching those who are deprived of sight, and the invention, improvement, and adaptation of special appliances have made the work of a modern teacher in a school of this kind very satisfactory in results. The loss of sight no longer causes the tree of knowledge to be wrapped in a cloud of darkness; for by the development of the senses of touch and hearing blindness can be so overcome that an intelligent pupil can just as assuredly count upon his success as a student as if he enjoyed the most perfect vision. The pupils in the Institution pursue their studies as do other boys and girls with sight. Some show marked intelligence, others plod steadily on, while the progress of others show them not to be possessed of so high an order of intelligence.

A VISIT TO THE SCHOOL.

A visit to our school rooms, music rooms, tuning department, girls' workclass, or boys' workshop is always of interest to visitors. After visiting the Kindergarten and enjoying the bright and pleasing exercises of the little ones they move from room to room and listen to the instruction of classes in all ordinary branches of an English education.

A visit to Miss C. R. Frame's class in English Literature, or in the Geography of the Dominion of Canada, proves that the pupils have an intelligent idea of the life and poems of Alfred Tennyson; and an equally clear idea of the extent and wonderful resources of this great country. Miss Frame is herself an enthusiastic student and an expert teacher.

Passing to Miss Cumming's class room we listen to the readings of a number of pupils and note with pleasure the well modulated voices, and the clear articulation of the words, or we hear Miss Cumming

giving her pupils an object lesson or a bright and interesting lesson in history. As a teacher Miss Cumming is wide awake and has the faculty of keeping her pupils' interest thoroughly alive.

The Mathematical class room is supposedly dry and uninviting but a visit to Mr. S. R. Hussey's classes in Arithmetic, Geometry, or Algebra will serve to prove that these studies can be made most attractive to pupils and that Mr. Hussey teaches them after the most approved modern methods.

In the Kindergarten so efficiently conducted by Miss Howe and her assistant Miss Campbell and throughout each grade of the school steady, progressive, systematic work is being carried on, and every care is taken to keep the school in all respects up to the level of the reputation it has gained.

Prof. Lanos has throughout the year with the assistance of Miss Cumming and Miss Howe continued his classes in French, and the results have been most encouraging.

TYPEWRITERS.

The latest departure from the ordinary routine of the School is the introduction of the teaching of typewriting. Now that the manufacturers of standard typewriters have decided to use one keyboard known as the Universal keyboard, a pupil or graduate who has received instruction can write with ease upon any make of typewriter. This opens new possibilities for the occupation of those who are deprived of sight.

Two New Century Caligraphs have been purchased by the Institution.

INSTRUMENTAL AND VOCAL MUSIC.

Prof. A. M. Chisholm with a corps of able assistants has charge of the boys' and girls' musical departments. Day by day the pupils are being carefully instructed in music and are being trained as teachers of the pianoforte, cabinet organ, or voice; in addition to which a number of them receive special lessons in violin, cornet, and clarinet playing. By dint of carefully directed study and hard work a majority of these pupils will, when they graduate, be in a position to comfortably maintain themselves as music teachers. The success has attended those who have graduated from this department is a constant stimulus to the pupils, and each one counts himself fortunate when he can obtain an extra hour's practice.

Prof. Chisholm finds in this department ample employment of skill and energy as a teacher of music, and in the success of his pupils he finds his highest reward.

PIANO TUNING.

Part for the teaching of pianoforte

a number of the young men are constantly engaged in learning to tune unisons and octaves, to form equal temperaments, to replace broken piano strings and otherwise to receive instruction in the repairing of pianofortes and cabinet organs. By the careful training of the hand and ear the pupil becomes an expert tuner and gains a thorough knowledge of the mechanism of different makes of instruments. Mr. D. M. Reid, the painstaking teacher in this department, has had the satisfaction of graduating a large number of pupils who have subsequently found remunerative employment in various parts of the Maritime Provinces.

NON-MUSICAL PUPILS.

There are of course among our pupils quite a number of boys and girls who have not sufficient musical taste or ability to ensure their success as teachers or pianoforte tuners. Some of these look forward to going into business, but the majority are better satisfied to receive such technical training as is imparted in our work department.

HANDICRAFTS.

The handicrafts that can be taught to the blind are limited in number, but such work as they can do at all they can learn to do thoroughly well. Mr. D. A. Baird, the competent instructor, turns out from his workshop excellent brush and basket makers, and cane chair seaters.

Some of the graduates from the workshop have secured sales for their wares in and near their own homes, and have done well, but others who have not been so fortunately located, or who perhaps lack the ability to transact their own business, have found it difficult to dispose of their baskets and brushes, and to maintain themselves. This state of affairs is obviated in many countries by the establishment of working homes for the blind, but I believe the same results can be secured without the opening of any such Institutions. We must all agree that if a blind workman can make such baskets and brushes as people require, and is nevertheless unable to market his goods, some way should be found to keep him employed and dispose of his wares. We have so far had but few instances of this kind, but when they have arisen the difficulty has been overcome by interesting local committees in the welfare of all such persons. Were it possible for the School to have a fund to supply its graduates with materials at wholesale prices and for an officer to make frequent visits to the localities in which the graduates referred to reside, I believe that the question of their employment could be solved in the best possible manner and their steady and remunerative employment ensured. This question should in the near future receive the consideration it deserves.

WORK FOR THE GIRLS.

For the girls of the School who are not musical, or who have no prospect of success as music teachers, few schools for the blind have

much to offer in the way of technical training. It is true they can be taught to sew, crochet, and knit and to use the sewing machine, but the articles made by them cannot be sold at a sufficient profit for them to maintain themselves. This matter has been under serious consideration in this School for many years, and we are now experimenting in a new line of work, which we trust will, in a measure, meet the needs of some of our girls. The new work consists in the weaving of ribbon, macrame twine, straw, straw plait, French reeds, etc., and the making of many beautiful, fancy, and useful articles. These articles are saleable, and although the instruction in these occupations is still in its experimental stage we hope for satisfactory results. Miss Allison, our girls' work teacher, is doing her best to make her department in every way practical and advantageous to the pupils.

GENERAL HEALTH.

During the past year the measles became epidemic in the School and twenty-six of the pupils were attacked by them. Fortunately the disease was of a light type, and thanks to the treatment of Doctors Lindsay and Dodge, and the careful nursing the pupils received, none of the cases proved fatal. With the exception of this epidemic the health of the pupils has been very satisfactory.

PHYSICAL TRAINING.

Excellent work has been done in the physical training of our boys and girls by Sergt.-Major Long who has proved himself a very successful instructor of the Blind, and an enthusiastic teacher of Gymnasium work.

FREE POSTAGE.

The marked feature in the year 1898 so far as the Blind of this country are concerned, has been the action of the Parliament of Canada in authorizing Hon. Wm. Mulock, Postmaster General, to allow raised print books for the Blind to be transmitted free of cost through the mails. When it is understood that a graduate desiring to read a raised print book at his home has to pay postage each way and that the postage upon the twenty-five vols. of the Bible printed in Braille amounted to \$9.60 the public will readily appreciate that this new postal regulation is a great boon to the Blind. The thanks of those who are deprived of sight are due to the Postmaster General and to the members of the Parliament of Canada. With respect to the free transmission of embossed books here again we find as in so many other liberal reforms that Canada leads the World.

CONCLUSION.

In closing this report I beg to thank the members of the Board for the cordial and hearty support they have given to all efforts made to forward the interests of the Blind, and for the friendly and sincere interest they have ever evinced in my personal welfare. I have been

permitted to serve in the capacity of Superintendent of this Institution for twenty-five years, and while I have always endeavored to work to the best of my ability for the interests of those who are deprived of sight, it is a great satisfaction to know that during this comparatively long period I have enjoyed the esteem of the Board of Managers and the confidence of the public in general. I trust that I may continue to merit and receive the same support that I have hitherto enjoyed, and that we may in the next quarter of a century, be able still further to promote the welfare of the Blind of this section of Canana.

C. F. FRASER,
Superintendent.

(III.)

VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(INCORPORATED 1888.)

DIRECTORS:

Ex-officio :—The Superintendent of Education.
The Mayor of Halifax.

Mrs. J. Morrow,
Mrs. Davys,
Mr. J. E. Roy,
Dr. J. G. MacGregor,
Mr. F. H. Oxley,
Mr. D. Keith,
Mr. M. Dwyer,

Mrs. H. H. Fuller,
Miss E. Ritchie,
Mr. J. Dempster,
Mr. A. McKay,
Mr. J. C. Mackintosh,
Mr. Geo. Harvey,
Hon. Senator Power,

Auditors.

Mr. J. C. Mackintosh, Mr. D. Keith.

President Mayor Stephen.
Vice-President Hon. Senator Power.
Treasurer Mr. F. H. Oxley.
Secretary Mr. A. McKay.

TEACHING STAFF, 1897-'98.

Principal.

Miss K. N. Evans.

Assistant Teachers.

Mechanical Drawing J. T. Larkin, Engineer.
Architectural Drawing C. H. Hopson, Architect.

Saturday Class.

Miss M. Graham.

REPORT OF THE SECRETARY FOR 1897-98.

H. MCKAY, LL. D.,
Superintendent of Education.

have the honor to submit herewith the report for 1897-98 of the
 etary of the Victoria School of Art and Design :

ATTENDANCE.

	Enrolled.
Freehand and Object Drawing.....	11
Painting and Life Class.....	21
Perspective.....	3
Senior Mechanical.....	16
Junior ".....	21
Architectural.....	12
Children's Class.....	6
China Painting.....	6
Total.....	96

The advantage of a definite course of study was evident this year. The Art Work was carried on more systematically with a view to the obtaining of certificates showing the ground covered.

The School had as usual an exhibit at the Provincial Exhibition.

Prizes donated by Mrs. James Morrow and by the Art School were awarded in some of the classes, and were won as follows :

Fine Arts—Misses Elsie Smith, Gertie Currie, Minnie Hocki,
 Mr. G. Willis.

Architectural—Messrs. R. A. Carnichael, W. M. Brown.

Mechanical—Messrs. H. Brown, E. J. Rudge.

HONORABLE MENTION.

Fine Arts—Mr. F. Jost.

Mechanical—Messrs. B. G. Dodge, H. T. Morrison.

The want of a suitable Art School Building is found a serious drawback to the success of the School. The Directors have been endeavoring to secure a suitable site at a cost that they could not afford, but so far without success.

Of the Mechanical Class, Mr. Larkin, its teacher, reports that much has been made in the method of teaching. The in

the Schools in the United States have adopted the so-called Third-Angle Method. This method will also be used in our classes in future. Instruction was given to a limited number of pupils in Designing. It is intended to make this a permanent branch of study, viz.: The Designing of Steam Engines and Boilers, how to compute change of gear for cutting on a lathe, etc., practical and applied mechanics, strength of materials, etc. Two First Prizes and three Second Prizes were awarded to the Mechanical Department at the last Provincial Exhibition."

Respectfully submitted,

A. McKAY,
Secretary.

TREASURER'S REPORT.

HALIFAX, N. S., July 31st, 1898.

THE TREASURER *in account with* VICTORIA SCHCOL OF ART, &C.

Endowment Fund:

Amount from 1896.....	\$7,702 40
Mrs. Davies' subscription.....	25 00
	————— \$ 7,727 40

Building Fund:

Amount from 1896.....	8,000 00
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Current Account Receipts:

School Fees.....	\$ 614 80
Government Grant.....	800 00
City Grant.....	500 00
Interest.....	503 98
	————— 2,418 78
	————— \$18,146 18

SPECIAL INSTITUTIONS.

ements:

Salaries.....	\$1,571 97
Rent.....	156 20
Fuel and Light.....	94 14
Advertising and Printing.....	34 37
Insurance.....	11 55
Models, supplies, etc.....	41 01
Janitor.....	58 00
Exhibition expenses.....	8 86
<hr/>	
Total.....	\$1,976 10
Balance from 1897.....	2,986 07
City of Halifax Consols.....	4,950 00
Deposit Receipts.....	7,780 00
Bank Balance.....	454 01
<hr/>	
\$18,146 18	

FRED. H. OXLEY, *Hon. Treasurer.*

Halifax, N. S., July 31st, 1898.

Examined and found correct
J. C. MACKINTOSH,
DONALD KEITH.

(IV).

HALIFAX MEDICAL COLL

EDWARD FARRELL, M. D.....*President.*
A. W. H. LINDSAY, M. D.....*Registrar.*
G. CARLETON JONES, M. D.....*Secretary.*

No of regular Professors, 16 ; Lecturers and Demonstrators, 9.

No. of Undergraduates: First Year, 26 ; Second Year, 13 ; T
Year, 12 ; Fourth Year, 12 ; Total Undergraduates, 63 ; Ge
Students, 4 ; Total Students, 67 ; Fifty-nine (59) males ; Seve
females.

Institution founded in 1867 as Medical Faculty of Da
College and University. Separated in 1876.

ber of graduates in Medicine (M. D. C. M.) ir
their diploma from Dalhousie Univer

The Thirteenth Session opened on Sept. 8th, 1898, and will continue for the eight months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House and Dalhousie College.

A large wing has been added to the College supplying Histological and Bacteriological Laboratories, &c.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student has ample opportunities for practical work.

The course extends over 4 years and has been carefully graded, so that the student's time is not wasted.

The following will be the curriculum for M. D. C. M. degrees:

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry, Anatomy, Practical Anatomy, Botany, Histology.

(Pass in Inorganic Chemistry, Botany, Histology and Junior Anatomy).

2nd Year.—Organic Chemistry, Anatomy, Practical Anatomy, Materia Medica, Physiology, Embryology, Pathological Histology, Practical Chemistry, Dispensary, Practical Materia Medica.

(Pass Primary M. D., C. M. examination).

3rd Year.—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Hospital, Practical Obstetrics, Therapeutics.

(Pass in Medical Jurisprudence, Pathology, Materia Medica and Therapeutics).

4th Year.—Surgery, Medicine, Gynaecology and Diseases of Children, Ophthalmology, Clinical Medicine, Clinical Surgery, Practical Obstetrics, Hospital, Vaccination.

(Pass Final M. D., C. M. examination).

APPENDIX E.

EDUCATIONAL INSTITUTES.

(I.)

Summer School of Science for the Atlantic Provinces.

A. H. MCKAY, ESQ., LL. D.,
Superintendent of Education.

SIR:

I have the honor to transmit to you herewith the following report of the Twelfth Annual Session of the Summer School of Science for the Atlantic Provinces of Canada, which met at Moncton, N. B., July 7th to 22nd, 1898.

The session was an interesting and profitable one, with much practical work in the laboratory and field. The attendance was not so large as in former years, due mainly to the fact that the Dominion Teachers' Association was to hold its meeting at Halifax in the first week of August. Many teachers found themselves unable to attend both. The enrollment was 77.

Those in attendance manifested much enthusiasm in their work, and were greatly benefitted by attendance at the School.

The next session of the School will be held within the picturesque environment of Campbellton, New Brunswick.

The Officers and Instructors for the ensuing year are as follows:

Patrons.

J. G. MacGregor, Esq., D. Sc., F. R. S., E. & C., Halifax, N. S.
G. F. Matthew, Esq., D. Sc., F. R. S. C., St. John, N. B.
Hon. R. R. Fitzgerald, Judge Supreme Court, Charlottetown, P. E. I.

President.

G. U. Hay, M. A., Ph. B., St. John, N. B.

Vice-Presidents.

W. R. Campbell, Esq., M. A., Truro, N. S.
W. A. Hickman, Esq., Pictou, N. S.
R. H. Campbell, Esq., Summerside, P. E. I.

Secretary-Treasurer.

J. D. Seaman, Esq., Charlottetown, P. E. I.

Board of Directors.

L. W. Bailey, LL. D., F. R. S. C., Fredericton, N. B.
G. J. Oulton, M. A., Moncton, N. B.
A. Cameron, Yarmouth, N. S.
J. Brittain, Fredericton, N. B.
W. W. Andrews, M. A., Sackville, N. B.

FACULTY :

Botany.

J. Brittain, Normal School, Fredericton, N. B.

Chemistry.

W. H. Magee, Ph. D., High School, Parrsboro, N. S.

Expression.

Mina A. Read, Normal School, Truro, N. S.

Education.

J. B. Hall, Ph. D., Normal School, Truro, N. S.

English Literature.

A. Cameron, County Academy, Yarmouth, N. S.

Geology.

L. W. Bailey, LL. D., University of New Brunswick, Fredericton, N. B.

Kindergarten.

Mrs. S. B. Patterson, Normal School, Truro, N. S.

Determinative Mineralogy.

W. W. Andrews, M. A., Mt. Allison University, Sackville, N. B.

Music (Tonic Sol-Fa).

Ada F. Ryan, Halifax, N. S.

Physics and Meteorology.

W. R. Campbell, M. A., County Academy, Truro, N. S.

EDUCATIONAL INSTITUTES.

Physiology and Hygiene.

S. A. Starratt, Yarmouth, N. S.

Zoölogy and Entomology.

G. J. Oulton, M. A., High School, Moncton, N. B.

I have the honor to be,

Your obedient servant,

J. D. SEAMAN,

Secretary Summer School of Science.

(II).

TEACHERS' INSTITUTES.

DIGBY AND ANNAPOLIS.

The annual meeting of the Teacher's Institute for District No. 4 (Annapolis and Digby Counties) was held in the old and beautiful town of Annapolis Royal on the 19th and 20th of May. The attendance was large, and included teachers who came by rail from Yarmouth and Lunenburg. As usual at teachers' meetings, the most progressive and advanced teachers were largely represented. From one extreme and Principal Morton and Miss Crousse of Bridgewater, and Principal Shaffner and Miss Keddy from Mahone Bay; from the other, Principal Starratt and Miss Archibald of Yarmouth. There were, besides Principal Hogg and Miss Redding, of Digby; Principal Brown and Miss Vidito, of Bridgetown; Principal Longley of Paradise; Principal Goucher and Miss Reagh, of Middleton; Principal Shields, of Be River; Principal Faulkner, Miss A. M. Parker and Miss Fash, Granville; and over a hundred others.

The following papers or lessons were prepared as a partial program for said meetings:

<i>Practical Teaching</i>	Mr. H. W. Messenger.
<i>Corporal Punishment</i>	Miss Mabelle Fash.
<i>Mathematics</i>	Prin. Bradford, of St. Andrew's School.
<i>X Rays</i>	Prof. Haley, of Acadia College.
<i>Mathematical Drawing</i>	Prof. MacDonald, of the Normal School.
<i>Literature, (Lycidas)</i>	Prin. Cameron of Yarmouth Academy.
<i>Botany</i>	Miss C. Louise Harris.
<i>Tonic Sol Fa</i>	Miss Adelia M. Parker.
<i>Science Talk</i>	Principal Starratt.

Other subjects in connection with the practical work of teaching were discussed.

The following officers were elected for the ensuing year, viz. :

L. S. Morse, A. M., *President, ex-officio*; Principal O. P. Goucher, *Vice-President*; F. B. Jacques, *Sec.-Treasurer*; and Principal Shields, Principal Starratt, Miss Annie Crousse and Miss Bertha Rice, to act in connection with Officers above named as an *Executive Committee*.

The discussions did not amount to much—perhaps, partly, because all the papers read were so orthodox, conclusive and well-written as to leave no room for criticism or for difference of opinion.

Mr. Messenger's paper on "Practical Education" was a strong plea for that training which enables a man to make the most of himself—not for himself alone, but for society, for time, and for eternity, in contradistinction to that so-called practical education which looks no higher than mere money-making. The aim of education should be a broad, generous culture and the securing of self-perpetuating habits that will make life itself both a school and teacher, after graduation from the common school.

Miss Mabelle Fash endeavored to answer the question "Should Corporal Punishment in our Schools be Abolished?" The teacher's work decides to a large degree the welfare of all her scholars. This vitally important work requires, as a condition of success, obedience and respect on the part of the pupils. Fortunately, the majority of them are amenable to reason and kindness, but occasionally one turns up who is wholly unaffected by moral suasion in any form. Where there are no parental schools expulsion would be the greatest cruelty, a judicious use of the strap the greatest kindness.

We have free schools and compulsory attendance laws in order that society may be protected from the ignorance and almost consequent viciousness of children to whom school restraints are peculiarly irksome. If we fail to manage that element, then free schools are a failure, and the taxpayer does not get what he pays for. If the wholesome fear of corporal punishment were to be removed, many children who now develop habits of obedience would gradually fall into the ranks of the incorrigible. The power of corporal punishment is less likely to be abused by the intelligent teacher, under the restraint of public opinion, than by the ignorant, almost irresponsible parent. The consensus of the best thought of all ages and all countries is that, if you spare the rod you spoil the child.

In the evening there was a very large gathering in the Academy of Music to hear the Hon. Dr. J. W. Longley. He was introduced by Inspector Morse, who referred to the great advance in our higher educa-

on, due to Dr. Allison, and in practical science teaching, due to Dr. A. H. MacKay.

Dr. Longley was delighted to see such a large audience—showing an interest in education, an inspiration to himself and to the Institute. He would have teachers' salaries increased, but the government was now giving \$240,000 a year to education, and it could do no more. The people would have to do the rest, and no doubt they would, if teachers kept steadily improving their professional standing. Except in technical education, Nova Scotia stood as high as any country in the world. Our system is, however, defective in the practical and in the spiritual. It seems designed for the five per cent. who go in for higher education, while it leaves the masses unfitted for life's work. He referred to the efforts being made by the Hon. G. W. Ross of Ontario to introduce manual and industrial teaching so that when pupils leave school they should be immediately useful. Our curriculum does not sufficiently foster character-building as the highest aim of the educator. Religion, in the sense of sectarianism in narrow formulas, cannot be taught in the public schools, but religion, as represented in high-toned morality, honesty, self-control, temperance, courtesy, toleration and unselfishness should be the groundwork of education. But these high qualities are not sufficiently thought of and cared for in the teaching of the three R's. The school law provides for this higher education. It is possible to make good laws, but it is much more important to have the law honestly carried out. And in this case it is for the teachers to manifest that altruism that labors for the highest good, that love and sympathy for children that constrains them to be sacrificed, if need be, in their interests.

Prof. Haley followed. The field of knowledge is unlimited; the child's capacity is limited. It is therefore difficult to construct a curriculum suited to those who look upon the acquisition of knowledge as the all-important thing in education. But if we look upon the acquisition of capacity to do and to think and the formation of character as that which characterizes true education, our task is greatly simplified. Let us seek to train the powers of observation and judgment by means of natural history and the experimental sciences. Let our course of study be handled by properly-trained teachers who understand the correlation and the co-ordination of the branches of human knowledge, and objections against the system will disappear. Teachers called to their work and fitted by inborn qualities, as well as by Normal schools, will yet redeem the world.

Prof. Macdonald strongly emphasized the necessity for trained teachers if the course of study is to be successful in rural schools.

Prof. Haley explained briefly the nature of the X-rays, and for over an hour their effects to a greatly interested public.

On Friday, the second day of the convention, Miss A. M. Parker, of Granville Ferry, read an excellent paper on "Tonic Sol-Fa." She traced its history from Miss Glover in 1820, and Mr. Curwen in 1840, to the present. Its use is now almost universal in Great Britain and some of the colonies. She explained the different steps by which it is taught from the doh-chord to the time-notation. With various class exercises she made manifest the mental characters of each of the notes, the use of the modulator, and the harmonies of the principal chords. The patriotic song, "Before All Lands"—a happy selection—was used to illustrate the method of writing the notes, denoting the time, etc. It was sung with hearty good-will by the teachers, who, for the time being, posed as Miss Parker's pupils.

In addition to these papers, there were several lessons, some as model lessons, to be imitated by the teachers, and others for information on different points.

Of the first class was a lesson on the violet, by Miss C. L. Harris. A class of small children dissected, examined, named and described verbally and by excellent drawings the specimens which they themselves had collected. In the discussion which followed, Prof. Haley pointed out the saving of time effected by the good use that was made of incidental teaching. The pupils were not only learning botany, but also the correct use of English and the arts of drawing and writing. Similarly history and geography, or geography and history, should be one subject.

Prof. Macdonald of Truro Normal school, explained his method of teaching mathematical drawing. His talk was much admired, not only for the information imparted, but as being a model of the way in which a teacher should come down to the comprehension even of his older pupils. The teachers felt that they had not only learned much of a simple and useful, though but little understood, subject, but that they had also learned how to teach it.

Principal Bradford, of St. Andrew's school, exhibited the beauties and utility of factoring in algebra, illustrating incidentally the extent to which education in the universities of England tends to a preparation for examination—the solving of pretty mathematical puzzles, senate-house riders, etc.

Principal Starratt gave a science talk—the air, its physical properties, constituents, how to demonstrate their existence and qualities, etc., etc. There were several neat, original and suggestive experiments, together with a graphic and lively presentation of the subject that would keep pupils awake even in the last days of June.

In the absence of Principal Cameron, a lesson on literature (Lycidas) was taken by Principal MacVicar, who was evidently at

e in his subject. The teachers who were privileged to hear him would do well to adopt his method of questioning. Pupils often remain passive while the teacher goes on asking questions, which imply the answer. Not so in this case. Keen interest was aroused, and the booksellers will find that there will be a demand hereafter for annotated editions of Milton's Minor Poems.

Altogether the convention was one of great interest and profit.

CUMBERLAND AND WEST COLCHESTER.

The Teachers' Institute for inspectoral District No. 10, Cumberland, North and West Colchester, was held at Tatamagouche, Wednesday and Thursday, December 22nd and 23rd ult.

The citizens of Tatamagouche, and local teachers gave the visiting teachers a reception in the Town Hall on Tuesday evening, and a right royal reception it was. Hearty addresses of welcome were read and fitting replies made. Excellent music, interesting speeches, some nice songs, and a lunch fit to attempt the appetite of the most fastidious epicure, served to make a reception that will not soon be forgotten by the teachers who had the good fortune to reach Tatamagouche on Tuesday.

The work of the Institute began on Wednesday morning. Inspector Craig, the president, in a few appropriate words formally opened the Institute, and invited all the teachers present to enroll. After upwards of one hundred had enrolled, the president called on Principal Sedgewick of Great Village for his paper on "English in the Common Schools." This excellent paper made some capital points on this important, and too often neglected subject—emphasized the importance of *all* teachers studying our noble heritage English Literature—made a strong plea for practical work and *more* work in this subject from the first grade through the entire Course—recommended the reproduction of lessons read—urged acquainting our pupils with good models, early in the Course to have our pupils read much good reading—a study of good models makes good writers.

Principal Slade of Oxford expressed his appreciation of this paper, and urged more thoroughness in all our work, but more especially in English. Principal Lay of Amherst Academy, thought we could encourage originality by making science studies the basis of Composition exercise. Principal McNealy of Springhill thought we ought to have a better series of Readers, and made some keen criticisms on the present antiquated series (the Royal.) Principal Slade suggested that we ask the Council of Public Instruction to prescribe Supplementary Reading for all the grades. Mr. G. U. Hay of St. John, N. B. was introduced by Inspector Craig, and addressed the Institute, emphasizing the story

points of the paper and pleading for more liberty in the class use of non-prescribed texts. The following Resolution was moved by Principal Ruggles, seconded by Mr. A. D. Ross:—

“ *Whereas*, It is the opinion of this Institute that the present Royal Readers prescribed for the Public Schools of this Province are uninteresting to the pupils, and not adapted to the literary requirements and needs of our times:”

“ *Therefore Resolved*, That we hereby most respectfully petition the Council of Public Institution to prescribe a better and cheaper series of Readers (of about the same size for each number as at present) but containing longer extracts from good authors including some of our best Canadian writers, such extracts to be of general interest:”

“ *And Resolved*, Further that we ask the Council to prescribe supplementary reading for the various Common and High School Grades, or to allow more liberty to teachers regarding the class use of non-prescribed texts in English.”

Quite a lively discussion followed the introduction of this Resolution, Inspector Craig thought we ought to move cautiously in the matter of asking for such sweeping changes. With scarcely an exception the teachers condemned the Royal Readers and thought we should have a better series. Mr. J. P. Connolly of Amherst spoke at some length supporting the resolution, and suggesting that a Committee of the Head Masters of the Academies take up this subject of better Readers and compile a series adapted to the needs of our Province. The Resolution was then put and carried unanimously.

Miss Annie Campbell of Tatamagouche then taught a lesson to a grade 4 class, on “Brooks, their origin, uses, &c.” This was a most interesting lesson and was well presented. It was a model nature lesson. Principal Lay commented on the lesson and called attention to the Sand Table as a help in teaching such lessons. Miss Ford gave the Institute the benefit of her experience in the use of a Sand Table, and noted the great benefits resulting from its use in teaching History and Geography. Miss Nicolson, Miss Peppard, Principal Slade, Mr. G. U. Hay and others made interesting remarks on the lesson and subjects connected with it.

The afternoon session Wednesday was begun with a paper on “Nature and Natural phenomena” by Principal Brownrigg of Bass River. This paper was a strong plea for better teaching of science in all our schools. It emphasized the study of the world about us, not from books, but from Nature direct, and showed the benefits resulting from such study. This paper received the closest attention from beginning to end, and thus showed very clearly that our teachers are alive to the fact that in Nature Studies we have a subject well adapted to develop our pupils, mentally, morally and spiritually.

Principal Slade agreed with the ideas advanced and urged that we follow out in our work the plans indicated by the writer. Mr. Hay, of St. John, spoke of Nature Studies in N. B. and of the difficulties that are found in teaching this subject. He advised going to nature directly, and seeking in so far as we could to have our pupils love the flowers, birds, and everything that nature has to interest one and all.

Mr. A. D. Ross read a paper on "By-ways in Teaching," noting as one important *by-way* political studies, through which our boys might obtain an impartial knowledge on such subjects as the National Policy. Free Trade, Tariff, Prohibition, Reciprocity, etc. If the generation of boys now in the public schools are in a few years to vote intelligently, they need to be trained intelligently in matters pertaining to our duties as citizens.

Supplementary Reading and Current Events, other *by-paths*, received a due share of attention. This racy paper evoked much lively discussion, participated in by Messrs. Slade, Ruggles, Sedgewick, Cameron and others. The speakers in the main agreed with the points raised by Mr. Ross, and all emphasized the great importance of the newspaper as an aid in arousing interest in current events.

Principal Slade of Oxford read a very carefully prepared paper on "The benefits of written work in the school." The cultivation of the pupil's power to express in writing what had been learned, was the keynote of this paper. In practical life, to a large extent, that knowledge is most important, which can be expressed in "black and white." Have pupils write much, and see that they execute their work *well*, was Principal Slade's concluding advice.

This paper was discussed for some time, and if every teacher present will faithfully carry out the suggestions made by Mr. Slade and those who spoke on the subject, the schools of this district will benefit very much thereby.

Dr. A. H. MacKay, Superintendent of Education, and J. B. Calkin, M. A., Principal of the Normal School, arrived and were invited to seats in the Institute. Principal Calkin then favored the Institute with a most practical paper on "Rural Schools," noting some of the advantages and disadvantages of the country school as compared with town school. The learned principal discussed at some length consolidation and centralization of country schools, and made a strong plea for legislation to this end where practicable. Principal Calkin made some very timely remarks on Time Tables, and gave the Institute a model one for miscellaneous schools. This Time Table was afterwards written on a Black-Board in the Institute, and Inspector Criag urged every teacher of a miscellaneous school to make a copy of the same and bring it to the test of actual experience. Dr. MacKay spoke on the subject introduced by Principal Calkin, and emphasized the importance of the Time Table to every teacher.

Mr. Hay, Editor of the *Educational Review*, a paper worthy the support of every live teacher, spoke for a short time in the interests of his paper. He thanked the teachers of this District for their support in the past and solicited their continued patronage for the future. He pointed out some of the ways in which he hoped to improve the *Review*.

A public educational meeting was held on Wednesday evening 22nd ult., at which W. A. Paterson, Esq., presided. The chairman in announcing the object of the meeting referred sympathetically to Inspector Craig, who through illness was not able to be present. The first speaker was Dr. MacKay, Superintendent of Education. The Supt. prefaced his speech by expressing his pleasure at visiting the beautiful locality of Tatamagouche, and meeting so many teachers of this Inspectorate. Among other things Dr. MacKay said that the fact that so many teachers assembled in an Institute at this season of the year, argued well for the interest teachers of this inspectorate took in the educational questions of the day; that this District had a record for good attendance and good work at its Institutes; that our public school system was not perfect, but a perfect system was hard to find that the people of Nova Scotia seemed to be more contented than the people of other countries; that good natured criticism was a help, and that such criticism was sought, that we were tied to the past by tradition and authority and that radical changes in educational matters could be brought about only after much agitation; that much school work in Arithmetic and Spelling might be simplified, but it took time to correct the errors of the past; that the training in our schools did *not* tend to make our people discontented; that nature studies tended to make boys and girls contented with their surroundings, and gave them an intelligent interest in the vegetable, mineral, and animal worlds around them. The Doctor spoke very interestingly and convincingly in defence of the present school system, more especially along the lines of science studies.

Mr. G. U. Hay followed with a paper on "Some Educational Problems." This paper emphasized the importance of training along *moral* lines. Faculty was more important than facts. The teacher should aim to develop power, so that character, good, strong and true would be the result. The capable teacher would make his influence felt, whether he labored in public or in private schools. This paper was an able effort and received very close attention from the beginning to the end.

Principal Lay spoke briefly regarding the relation of the farmers to the school. His advice was, keep the boys at school regularly, visit the school, help the teacher, and see that the boys get the full benefit of our present system.

Rev. Dr. Sedgewick spoke very pleasingly for a few minutes and courteously resigned his time to Principal Calkin and Dr. Magee.

Principal Calkin spoke at some length on the subjects discussed at the Institute and made some excellent points.

Dr. Magee of Parrsboro made a short but telling speech on Educational *unrest* and the means by which the "greatest good to the greatest number," in matters pertaining to public instructions, may be secured. The meeting closed with National Anthem.

Thursday's Session opened at 9 A. M., President Craig in the chair. Officers for the ensuing year were appointed as follows :—

W. H. Magee, Ph. D., Vice-President.

L. Ruggles, Secretary-Treasurer.

E. J. Lay, M. McNealy, Annie Campbell, Sara Baird, members of the Executive.

Representatives to the Provincial Association were appointed, *viz*:

W. R. Slade, J. P. Connolly, W. A. MacKay, Bertha A. Cameron and Margaret A. Grant.

A telegram of fraternal greetings was sent to Teachers' Institute for District, No. 5, then in session at Hantsport.

Principal Calkin's Time Table was discussed at some length by several teachers, and copies made by many present.

Principal W. A. MacKay read a paper on "Agriculture in the Public Schools." The great importance of agriculture was emphasized and very strong reasons were given for more attention being paid to this subject in the schools. This paper was discussed by Mr. Ross, N. D. McFavish. Principal Slade, Dr. Magee, Dr. MacKay, Principal Calkin, Inspector Craig and Mr. Hay.

Miss Kate Nicolson taught a lesson on "Limestone and its Compounds." This lesson was well calculated to help all teachers of the Common school grades, by showing how science may be made interesting to even young pupils. Following this lesson another illustrative one on "Book-Keeping" taught by Miss McEachern of French River. This was a good lesson on a much-neglected subject.

Thursday afternoon session was called to order at 1.15. Votes of thanks were extended to the citizens of Tatamagouche, to the teachers of this and adjoining school sections, to Principal Calkin and Mr. Hay, to the Superintendent of Education, and to the Railways.

Dr. Magee gave an intensely interesting lesson on "Hydrogen as a reducing Agent." Much practical information was given regarding the manipulation of chemical apparatus, and valuable hints on the prepara-

on of home-made apparatus. The experiments were new, and will no doubt bear much fruit in many repetitions in the schools of this Inspectorate. Mr. Hay, Mr. McTavish, and Dr. MacKay made brief remarks on the lesson and subjects connected therewith.

A telegram, reciprocating our good wishes, was received from District No. 5 Institute.

Inspector Craig thanked the teacher for their presence and attention, and wished one and all a pleasant and profitable vacation.

The meeting closed with "God Save the Queen." Total number enrolled 115.

L. RUGGLES, *Secretary*.

Tatamagouche, Dec. 23rd, 1897.

KINGS AND HANTS.

The Annual Meeting of District Institute, No. 5, embracing the counties of Kings and Hants, convened in the High School room, at Hantsport, Dec. 22nd, 1897, at 10 o'clock, a. m., and was duly called to order by the President, C. W. Roscoe, M. A., Inspector of Schools for said District. Ernest Robinson, Principal of the Canning School, was appointed Assistant-Secretary. The following press reporters were appointed: Halifax Herald, Miss Ina Chipman, Berwick; Morning Chronicle, Mr. W. H. Woodworth, Berwick; Kentville Advertiser, Mr. M. R. Tuttle, Waterville; Western Chronicle, Miss A. E. Canavan, South Uniacke.

A nominating committee was elected as follows: Messrs. L. D. Robinson, R. W. Ford, W. H. Woodworth; Misses Yuill and Marchant. Principal N. J. Lockhart, of Hantsport, then read an address of welcome from the teachers of that town to the Institute. This was replied to by the President, who also took occasion to welcome the visitors, viz: Prof. Macdonald, of the Normal School, and A. McKay, Esq., Supervisor of the Halifax Schools.

Then followed the customary enrolment of members and the payment of dues.

The Institute being properly organized, the President proceeded with the Programme, calling upon J. S. Layton, B. A., Principal of Fairland Schools to read a paper entitled "Time Tables." Owing to the absence of the writer, Miss Marchant was asked to read the paper. The subject was treated in a most interesting way, and some good points were made. A lengthy discussion followed, participated in by Messrs. L. D. Robinson, W. W. Saunders, W. H. Woodworth, J. Sturk and others. Supervisor McKay expressed himself as highly pleased

with the paper and quite agreeing with the writer's presentation of the subject.

The Institute was then favored by a paper upon the Superannuation of Teachers, as far as it would tend to the present advantage of the Teachers, read by Mr. John Sturk. The writer placed himself squarely against the idea and defended his position in a clever and reasonable manner. Discussion had to be postponed to a subsequent session, owing to the lateness of the hour. The first session adjourned to meet at 1.30 p. m.

AFTERNOON SESSION.

The Institute was called to order by the President at 1.30 p. m. and at once proceeded to the Primary Room where lessons on Reading and Numbers were successfully taught by Miss Mabel Saunders, of the Hantsport Schools. Her method in each subject was favorably commented upon by several, particularly by Supervisor McKay. Primary teachers who were present could not help but profit by these admirable lessons. At the close of this interesting work, the next subject presented was Mathematical Drawing by Mr. W. H. Woodworth, Berwick, who took the teachers as his class and proceeded to elucidate the "modus operandi." Following closely in the same line, Professor Macdonald, of the Normal School, then exhibited samples of work done by the different classes in the Normal School, showing how useful to train hand and eye this subject is. His exposition was listened to most attentively by the teachers present, and hints were thrown out which would make this subject much more intelligible to teachers. He also presented samples of scales, compasses, &c., and recommended Faunce's work on this subject.

Then followed a discussion on "Public School Examinations, their use and abuse," introduced by Principal Smith, Windsor Academy, and replied to by Principal Lockhart, Hantsport. It seemed to be the opinion of the majority that this duty should not be neglected and that it had a prominent place in the school work. The discussion was participated in by Messrs. Robinson, Oakes, Patterson, Saunders, McLeod, Tuttle and Rev. J. M. Fisher.

Institute adjourned to meet at 8 p. m.

EVENING SESSION.

The public educational meeting was held in Churchill's Hall. There were on the platform besides the President, Vice-President, Secretary, Mayor Margeson, Rev. E. Keirstead, D. D., Professor Jones, Revds. J. M. Fisher, F. W. Wright, D. Hatt, Prof. Macdonald, Supervisor McKay. Mayor Margeson was introduced by the President, who intimated that he would preside. There was a crowded house and Mayor Margeson was well received. He cordially welcomed the

teachers to Hantsport and spoke in the highest terms of the work being done. Then followed a vocal selection by a quartette from Hantsport, with Piano accompaniment. Prof. Macdonald was then called upon for an address, the subject being "What can be done to improve the miscellaneous schools in Country districts." This proved a most practical address as it touched upon a subject which is now calling the attention of all educationalists. He favored the centralization of some schools, small sections being grouped and better teachers provided. The scheme proposed was more than a possibility. If this address was practical, equally so was the one given by the next speaker, Supervisor McKay; who spoke upon the subject, "Is the common school satisfactory? If not, why not?" Many objections, which have been ventilated in the press, with reference to our course of study, &c., were taken up and dealt with in a masterly manner. Then followed music, a selection by a male quartette. Short addresses were then given by Rev. F. H. Wright, B. D. and Rev. E. M. Keirstead, D. D. The latter, who is always a favorite in Hants or Kings as a platform speaker, gave in a few minutes the outline of a most logical and philosophical address on Education. He was followed by the Rev. J. M. Fisher and Rev. D. Hatt, local clergymen of the Methodist and Baptist Churches, who gave pointed addresses. This most interesting meeting was brought to a close by singing the National Anthem.

MORNING SESSION, DEC. 23RD.

This Session opened at 9 o'clock, President in the chair. Minutes of the different sessions were read and sustained. A lesson was given by Miss Maggie Burton, of Hantsport, on the trees of Nova Scotia, particularly the Pine, to a class from Grades 5 and 6. This lesson was a good one, showing the benefit of object lessons as a part of our method.

The Nominating Committee reported through their Chairman, L. D. Robinson, the following officers: *President*, C. W. Roscoe, A. M., *ex-officio*. *Vice-President*, Angus McLeod. *Sec.-Treasurer*, J. A. Smith. *Executive Committee*: the above officers with Messrs. Ernest Robinson, R. W. Ford and Misses Helen Starratt and B. Hebb, B. A. Canning was suggested as the next place of meeting. This report was adopted. Miss Ina Chipman, of Berwick, then read a paper on Botany, and illustrated her method of teaching it in her own school by diagrams and specimens. This paper, owing to its excellence, has been published in the Educational Review.

The President read a telegram which he had just received from Inspector Craig, from Tatamagouche, conveying to the teachers of District No. 5, at the Institute, the greetings of Institute District No. 10, then in session and wishing them the compliments of the season.

The Secretary was instructed to reply reciprocating the good wishes and cheer of the Sister Institute.

Discussions then followed upon both lessons taught, which were taken part in by Principal Oakes, Supervisor McKay, Prof. Macdonald, L. D. Robinson, A. McLeod, Mayor Margeson and others.

The discussion on the Superannuation of Teachers, suggested by Mr. Sturk's paper, was then taken part in, when it was moved, seconded, and passed that this Institute place itself on record as favoring the general principle of superannuation and that it is desirable.

Meeting then adjourned to 1.30 p. m.

AFTERNOON SESSION.

This, the closing session, was opened by the President at 1.30 p. m. Minutes of morning session read and sustained.

Then followed a lesson in English Literature, taught by Miss Power, M. A., to a class of pupils from Grades 9 and 10. Subject: "Henry V, at the Siege of Harfleur." This elicited much discussion and the extract which calls for considerable oratorical power was read by Miss Jamieson, of Wolfville, in a most pleasing manner. This lady also added much to the enjoyment of the previous evening's meeting by the rendition of two pieces, calling forth histrionic powers on her part of considerable merit.

Votes of thanks were tendered our visitors who had aided us so much, viz.: Prof. Macdonald and Supervisor McKay, also to the Hantsport teachers and to all who had aided in any way in making the Institute such a success. Regrets were common at the absence of the Superintendent, who was helping another Institute in District No. 10, at Tatamagouche. His words of cheer and counsel were always received with delight.

The President, in his usual courteous, fair and helpful manner addressed the teachers briefly, thanking them for their attention and that so large a number (75) had thought it worth while to come and carry home new ideas and enthusiasm for the winter's work.

After singing the National Anthem the Institute adjourned.

J. A. SMITH,
Sec. Dist. Institute, No. 5.

SCHOOL OF HORTICULTURE, WOLFVILLE.

A. H. MACKAY, LL. D.,
Superintendent of Education.

SIR :

I have the honor to submit the following report of the Nova Scotia School of Horticulture for the year ended July 31st, 1898.

On assuming the duties of Director at the beginning of the school year I found the work in very satisfactory condition in most respects. I made some changes which seemed to me desirable, the most important of which was the adoption of text-books in place of the lectures on Horticultural subjects previously given. The books adopted are by Prof. L. H. Bailey, of Cornell University, the late E. G. Sodernan and others, and by the use of such books a better knowledge of the subject may be gained in the same length of time than by lectures.

During the year there were enrolled sixty-one students, three from Prince Edward Island, eight from New Brunswick and fifty from various counties of Nova Scotia, nearly every county being represented.

At the close of the school year, on May 1st, the work was continued as usual by a series of lectures delivered in different parts of the province. This work was prosecuted in co-operation with B. W. Chipman, Esq., Secretary for Agriculture, Mr. John E. Starr, and Mr. J. E. Hopkins.

The importance of this branch of the work cannot be overestimated, since it reaches those who have not the time nor means to attend classes in the regular schools, but who are, nevertheless, ready and anxious to secure information on practical subjects for immediate use on their farms and in their orchards.

In the hope of making this phase of the work more thoroughly practical, a number of "spraying meetings" were held in various parts of the province in connection with the regular lecture work. These meetings were held at the orchards of prominent growers, and the entire operation of preparing and applying Bordeaux Mixture to the orchard was carried out in detail, each step being explained and discussed. This gave all present an opportunity to familiarize themselves with this operation, which is admitted by our best orchadists to be the most important one connected with fruit growing, and yet which is too often neglected in the stress of other work.

The Act establishing the School of Horticulture provides that a

nonth shall be devoted to lecture work, but the past season, in response to requests from various parts of the province, nearly six weeks were so employed.

The work of the School is admitted by all familiar with it to be thoroughly practical and of great value to all who avail themselves of the opportunities offered. Yet all the friends of the Institution realize that it is hampered by lack of means, which prevents its having an adequate teaching force or the requisite amount of apparatus to do the best of work. I would respectfully urge the importance of this upon the Government, and earnestly request that, if possible, more means be devoted to this Institution.

I have the honor to be, sir,

Your most obedient servant,

F. C. SEARS.

STUDENTS ENROLLED IN THE NOVA SCOTIA SCHOOL OF HORTICULTURE DURING THE YEAR 1897-98.

P. W. Bill.....	Wolfville, Kings.
A. L. Bishop.....	Lawrencetown, Annapolis.
G. A. Blackadar.....	Pleasant Valley.
Irene Burgess.....	Wolfville, Kings.
Lottie Brown.....	Greenwich, "
G. D. Bruce.....	Lawrencetown, Annapolis.
Edna C. Cook.....	Canso, Guysborough.
R. I. Coldwell.....	Gaspereau, Kings.
E. A. Crawley.....	Wolfville, Kings.
Helen Crawley.....	" "
Laura M. Currie.....	" "
S. C. Dukeshire.....	Maitland, Hants.
S. P. Dumaesq.....	Halifax.
S. Doleman.....	Lockeport Shelburne.
G. C. Durkee.....	Bear River, Digby.
G. W. Elliott.....	New Ross, Queens.
J. W. Elliott.....	Lawrencetown, Annapolis.
Bessie J. Elderkin.....	Wolfville, Kings.
E. R. Freeman.....	Milton, Queens.
Beatrice Franklin.....	Wolfville, Kings.
Ada M. Hayes.....	" "
Gertrude L. Heales.....	Starr's Point, Kings.
E. H. Johnson.....	Port Williams Station, Kin
L. M. Johnson.....	Kingsport, Kings.
E. L. Jacques.....	Wilmot, Annapolis.
J. W. Keirstead.....	Wolfville, Kings.
Mrs. J. W. Keirstead.....	" "
E. Kenny.....	Gaspereaux, Kings.

B. C. E. Lyman.....	Wolfville, Kings.
A. C. McLeod.....	Milton, Queens.
J. E. MeVicar.....	Annapolis.
S. A. Porter.....	Deerfield, Yarmouth.
Mrs. I. Piers.....	Wolfville, Kings.
Althea G. Palmeter.....	" "
R. W. Roscoe.....	" "
Lillian Strong.....	" "
Annie Simson.....	" "
J. Elliott Smith.....	" "
N. B. Spinney.....	Meadowvale, Annapolis.
J. B. Tingley.....	Wolfville, Kings.
A. Tingley.....	" "
Nellie Tweedell.....	" "
Edith W. Toye.....	" "
J. W. Vaughan.....	" "
E. Vince.....	" "
J. O. Vince.....	" "
A. B. Webster.....	Coldbrook, "
E. Withers.....	Grand Pré "
Daisy A. West.....	Wolfville, "

THE DOMINION EDUCATIONAL ASSOCIATION.

Halifax, August 2-5, 1898.

MINUTES OF PROCEEDINGS.

(Inter Alia.)

THE FIRST DAY, 2ND AUGUST.

The Third Convention of the Dominion Educational Association met at 8 p. m. in the Academy of Music, Halifax, Nova Scotia.

Dr. A. H. MacKay, the President, asked His Honor Lieutenant-Governor Daly to take the chair.

His Honor extended to the members of the Association from all parts of the Dominion a most hearty welcome.

Addresses of welcome were also delivered by the Hon. Attorney-General of Nova Scotia, His Worship Mayor Stephen of Halifax, Rev. Dr. Forrest, President of Dalhousie College; Dr. Russell M. P., Halifax; and Chairman Faulkner of the Halifax School Board.

Addresses in reply were made by the President, Dr. A. H. MacKay, Superintendent of Education; Hon. Dr. La Bruère, Superintendent of Public Instruction, Quebec; D. J. Goggin, M. A., Superintendent of Education, North West Territories; Dr. J. A. MacCabe, Principal Normal School, Ottawa; Dr. Inch, Chief Superintendent of Education, New Brunswick; D. J. MacLeod, Chief Superintendent of Education, Prince Edward Island.

The meeting was also addressed by the Hon. W. W. Stetson, Superintendent of Education for the State of Maine.

THE SECOND DAY, 3RD AUGUST.

FORENOON.

At 9.30 a. m. a general meeting was held in Dalhousie College. After some routine business the various sections met in different rooms to organize and to read and discuss educational papers.

Elementary.

President—J. B. Calkin, M. A., Principal Normal School, Truro.

Vice-President—Principal Lay, Amherst Academy.

Secretary—Principal Starratt, Yarmouth.

The Rev. D. Macrae, D. D., Principal of Morrin College, Quebec, read a paper on "Denominationalism in Education."

J. O. Casgrain, Editor of the *Journal de l'Instruction Publique*, Montreal, read a paper in French entitled "Quelques réflexions sur enseignement primaire."

Hon. W. W. Stetson delivered an address on "The emotions as a factor in education."

Higher Education.

President—D. J. Goggin, M. A., Supt. of Education, N. W. T.

Vice-President—Rev. Canon Adams, D. C. L., Principal Bishop's College.

Secretary—S. A. Morton, M. A., Halifax Academy.

W. J. Robertson, B. A., LL. B., of St. Catherines, read a paper on "Secondary Education in Ontario; its development, present condition and needs."

This paper was discussed by Dr. MacMechan, Mr. G. U. Hay and Principal Adams.

A paper by Prof. Bober, of Kings College, was read by Principal Solon, of New Glasgow. It was discussed by Rev. Dr. Reynar, of

Victoria University, Mr. Robertson, Prof. Lanos, Supt. Goggin and Principal Soloan.

Thos. Kirkland, M. A., Principal of the Normal School, Toronto, read a paper on "Some Characteristics and Tendencies of Modern Education and their Remedies."

Inspection and Training.

President—J. M. Harper, LL. D., Inspector of Superior Schools, Quebec.

Vice-President—J. B. Hall, PH. D., Normal School, Truro.

Secretary—C. W. Roscoe, Inspector of Schools, Wolfville.

H. V. Bridges, M. A., Inspector of Schools, Fredericton, read a paper on "The Duties and Powers of School Inspectors."

W. S. Carter, M. A., Inspector of Schools, St. John, read a paper on "The Qualification of a School Inspector."

Kindergarten.

President—Miss E. Bolton, Superintendent of Kindergartens, Ottawa.

Vice-President—Mrs. S. B. Patterson, Truro, Normal School Kindergarten.

Secretary—Miss Lena Woodill, Halifax.

Directors—Miss Hume, Dartmouth; Miss Stewart, St. John.

AFTERNOON.

The afternoon was devoted to a delightful excursion to points of interest about Halifax Harbor in the S. S. Chebucto and Whitney.

EVENING.

General meeting in the Academy of Music. The President, Dr. A. H. MacKay, in the chair. It was agreed that Mr. Parmelee, Prin. Calkin, Prin. Kirkland, Geo. U. Hay, Supt. McLeod and Supt. Goggin be a Committee on Resolutions. It was also agreed that Mr. Parmelee, Supt. Inch, Prof. Hume (for whom Prof. Mills was afterwards substituted) the President and Mr. Seaman be a Committee on Nominations.

The Hon. Dr. LaBruère, Superintendent of Public Instruction, Quebec, read a paper on "The Catholic Schools of Quebec."

The Hon. Attorney-General of Nova Scotia delivered an address on "The Spiritual Element in Education."

Rev. Principal Adams read the following original poems: "Quebec,"

DOMINION EDUCATION REPORT.

ominion Day, 1895," "Fourth of July," "Sir John Thompson's
ath." He introduced them with appropriate comments.

Dr. J. M. Harper, Inspector of Superior Schools, Quebec, read a
paper on "A central Educational Bureau."

THIRD DAY, 4TH AUGUST.

FORENOON.

Elementary.

Prof. S. W. Dyde, D. Sc., Queen College, read a paper entitled
"The value of Poetry for Children."

Mr. John Brittain, Normal School, Fredericton, read a paper on
"Means and Methods in the Common Schools."

Kindergarten.

Miss Eliza Bolton, Principal of Kindergarten, Ottawa, read a paper
on "What Education Means."

As a very general desire was expressed by the Common school
teachers to hear Miss Bolton's paper it was read before the Eleinen-
tary section.

Mrs. S. B. Patterson read a paper "On Some Queer Children and
How to Treat Them."

Miss M. A. Hamilton, of Dartmouth Kindergarten, read a paper on
"The Management and Equipment of Kindergarten in the smaller
communities."

Higher Education.

Miss E. Ritchie, Ph. D., of Wellesley, read a paper on "The Best
Collegiate Education for Women."

This paper was discussed by Principal Kirkland, Principal Adams,
Miss Mackintosh and others.

Mr. George U. Hay, M. A., LL. B., of St. John, read a paper on
"Nature and Literature."

Inspection and Training.

Prof. J. G. Hume, Ph. D., of Toronto University, read a paper
"Pedagogics as a University subject."

This paper was discussed by Dr. Hall, Prof. Murray, Superv
McKay and others.

A paper in French by the Rev. Th. G. Roubeau, Principal I

Normal School, on Professional Training was presented by Principal Ahern.

J. Coyle Brown, Inspector of Schools, Peterboro, recommended certain changes in the use of the letters of the alphabet. His scheme was discussed by Dr. A. H. MacKay, Prof. Ahern, and Dr. Harper.

AFTERNOON, 2 P. M.

Prof. E. M. Kierstead, D. D., Acadia College, read a paper on "The Development of Character."

Miss Eleanor Robinson, of St. John, read a paper on "The Parent and the School."

Higher Education.

(Section subdivided into three sub-sections.)

(a)—Language.

J. W. Logan, B. A., of Halifax Academy, read a paper entitled "Value of Latin as a subject of a High School curriculum."

Rev. A. H. Reynar, M. A., LL. D., Victoria University, read a paper on "The Ancient Classics and the Modern Classics in our Schools."

(b)—Mathematics.

Chairman—Principal Adams.

Secretary—H. M. MacKay, B. A. Sc.

D. A. Murray, Ph. D., Cornell University, read a paper on "Euclidean Geometry and its Modern Substitutes, compared."

A discussion followed in which Prin. Adams, Prof. Ahern and Prin. Oakes took part.

H. M. MacKay, B. A. Sc., of Pictou Academy, read a paper on "Mathematical Drawing."

(c)—Technical Education.

James Mills, LL. D., President of Ontario Agricultural College, read a paper on "Technical Education in Schools."

Prof. W. W. Andrews, M. A., Mt. Allison College read a paper on "The Advantage and Feasibility of combining Technical and Public Intruction."

Miss Helen N. Bell, of the Halifax School of Cookery, read a paper on "Domestic Economy in the Public Schools."

Prof. McKinnon, B. Sc., of St. Francis Xavier's College being absent, his paper was read by title.

Inspection and Training.

On account of the small attendance in this section, Prin. Soloan's paper on "The Advantages of Consolidating Rural School Sections" was read by title.

Inspector Dearness, of London, Ont., being absent, his paper on "The Post-Graduate Training of Teachers," was also read by title.

AFTERNOON, 5 P. M.

General meeting. The President in the chair.

Inter alia.

Dr. Harper, on behalf of the committee appointed to report upon the Constitution, read each article in its present form and explained the nature of the amendments agreed upon by the Directors.

On motion of Dr. Mills and Principal Kennedy, the proposed amendments were adopted unanimously.

Dr. Harper gave notice that at a future meeting he would move the following resolution: "As the Association is a representative one, the Executive shall be enlarged by representatives chosen by the Provincial Associations of each Province or by the Council or Board of Education of any Province where such an association has not yet been organized. Accredited delegates from all local Teacher's Associations or Institutes, shall be allowed to sit at the meetings of the Executive when they are in session during the general meeting or convocation."

The following telegram from Sir Wm. Dawson was read: "President and Teachers' Association, Halifax, N. S., Age and infirmity prevent attendance. May God bless Convention."

The Secretary, Dr. Adams and Supt. Goggin were appointed a committee to draw up a suitable reply.

The meeting then adjourned to enable the Officers of the Association and those who had read papers to attend a reception given by the Local Branch of the Woman's National Council, at the residence of Mrs. Chas. Archibald, 32 Inglis St.

EVENING.

General meeting in Orpheus Hall. The President in the chair. He announced that the Coastal Steamship Company had placed the S. S. Bridgewater at the disposal of the members of the association for an excursion on the Harbour on Friday afternoon, the 5th.

The President read the telegram which had been sent by Sir Wm. Dawson and the meeting authorized the following reply: "The Dominion Educational Association, assembled in Halifax, acknowledges

with much pleasure the kind message of its veteran friend, Sir William Dawson, whose important and life-long services to education in Canada it gratefully recognizes, and expresses its deep sympathy with him in his infirmity."

J. A. MacCabe, LL. D., Principal of the Ottawa Normal School, read a paper on "A uniform standard of Teachers' Licenses."

G. W. Parmelee, B. A., of the Education Department, Quebec, read a paper on "Teacher's Pensions."

Miss Ethel Muir, Ph. D. of Mt. Holyoke University, read a paper on "Evolution and Education."

Prof. Horrigan of St. Francis Xavier, read a paper on "English Literature in High Schools."

FOURTH DAY, 5TH AUGUST.

FORENOON.

General meeting in Dalhousie College. The President Dr. A. H. MacKay in the chair.

The Nominating Committee recommended as officers for the next Convention :

President—J. A. MacCabe, M. A., LL. D., F. R. S. C., Prin. Normal School, Ottawa.

Vice-Presidents—Hon. P. Boucher, De La Bruère, D. C. L., Supt. Pub. Ins., Quebec ; Hon. Geo. W. Ross, LL. D., F. R. S. C., Minister of Education, Toronto ; A. H. MacKay, B. A., B. Sc., LL. D., F. R. S. C., Supt. of Ed., Nova Scotia ; J. R. Inch, LL. D., Chief Supt. of Ed., New Brunswick ; D. J. McLeod, Esq., Chief Supt. of Ed., Prince Edward Island ; Hon. J. D. Cameron, M. A., Attorney General of Manitoba ; D. J. Goggin, M. A., Supt. of Ed., North West Territories ; S. D. Pope, LL. D., Supt. of Ed., British Columbia.

Directors—Thomas Kirkland, M. A., Principal of Normal School Toronto ; Rev. T. Adams, M. A., (Cant.) D. C. L., Prin. Bishop's College. Lennoxville ; J. B. Calkin, M. A., Prin. Normal School, Truro ; S. P. Robbins, M. A., LL. D., Prin. McGill, Normal School ; W. S. Carter, M. A., Inspector of Schools, St. John ; J. D. Seaman, Esq., Prince Edward Island ; Prof. J. Ahern, Laval Normal School ; Daniel MacIntyre, M. A., Winnipeg

Secretary—J. T. Bowerman, M. A., Ottawa.

Treasurer—Alexander McKay, Halifax.

On motion of Supt. Goggin, the Report was unanimously adopted

and a formal ballot was cast by the President to confirm the appointment of these officers.

The President elect thanked the members for having so honored him.

The Committee on Resolutions reported recommending the adoption of the following Resolutions :

1. Resolved : That in view of the beneficial results which have followed the establishment of chairs of Pedagogy in the universities and colleges of Great Britain and the United States, this Association strongly recommends the universities and colleges of the Dominion to make provision for the teaching of Pedagogy.

2. Resolved : That a Committee consisting of G. U. Hay, M. A., New Brunswick ; T. Kirkland, M. A., Ontario ; D. MacIntyre, M. A., Manitoba ; J. B. Calkin, M. A., Nova Scotia, and J. M. Harper, Ph. D., Quebec ; be appointed to consider and report on the establishment of a Central Bureau of Education of Canada. [The name of the Hon. G. W. Ross was subsequently added to this committee.]

3. Resolved : That a Committee consisting of A. H. MacKay, LL. D., Nova Scotia ; W. S. Carter, M. A., New Brunswick ; D. J. McLeod, Esq., Prince Edward Island ; Rev. E. I. Rexford, B. A., Montreal, and W. J. Robertson, LL. B., Ontario ; be appointed to consider and report on (1) The universal use of the decimal weight and measures. (2) The simplification of English Orthography. (3) The general introduction of a distinctly legible phonetic shorthand.

4. Resolved : That this Association recommends that the school day immediately preceding May 24th, be set apart as " Empire Day," and that the Departments of Education in the provinces and territories be respectfully requested to arrange for such exercises in their respective schools as, will tend to the increase of a sound patriotic feeling.

5. Resolved : That the hearty thanks of the Association be conveyed to the citizens of Halifax for their many courtesies and kindnesses to its members ; to the authorities of Dalhousie University for the use of their halls ; to the Press of Halifax for the very complete reports of our meetings ; to the railways and steamboats for reduced rates of travel and to the Coastal Steam Ship Company for its kindness in placing the steamship Bridgewater at the disposal of the members on the afternoon of August 5th.

6. The Association hereby records its high appreciation of the courtesies of the Local Council of Women shewn in the reception given its members on the afternoon of Thursday, August 4th, at the residence of Mrs. Chas. Archibald, and also of the Alderman of the City of Halifax, for refreshments during Wednesday excursion.

The Report of the Committee on Resolutions was unanimously adopted.

J. Coyle Brown, Inspector of schools, Peterboro, gave notice that he would move the following resolutions at the next Convention :—

At the next meeting of the Dominion Educational Association I shall move that c be generally called *ke* ; that g be generally called *ge* (as in geese) ; that h be called *he* ; that w be called *woo* ; y, *yi* ; and z, *ze*. Also that appropriate names be given to oo, au and aw, ou and ow, oi and oy ; and that ch be called *che* (as in cheese) ; ph, *fe* (as in phenix) ; qu, *kve* (as in queen) ; sh, *she* (as in sheep) ; th, *the* (as in theme), and *the* (as in these) ; wh, *hwe* (as in wheel) ; ck, *ek* (as in deck) ; gh, *af* (as in laugh) ; ng, *eng* (as in length) ; and tch, *etch* (as in fetch).

Rev. T. Adams, M. A., D. C. L., read a paper entitled “The Duties of Universities to the Community and to Educational Institutions.”

In the absence of William Houston, M. A., his paper on “The Teaching of History,” was read by title.

A paper on “Science Teaching in Primary Schools,” by Prof. H. Montgomery, M. A., was read by title.

The President reminded the sections that it was their duty before final adjournment to elect their officers for next convention.

On motion of Supt. Goggin and G. U. Hay, the following resolution passed unanimously :—

Resolved,—That this Association recommend that in the engagement of teachers, good character, graceful manners, broad and accurate scholarship, and professional skill determine the selection, rather than considerations of low salary.

On motion of Principal Kirkland, a vote of thanks was presented to the retiring President, Dr. A. H. MacKay.

A. MCKAY,
Secretary.

APPENDIX F.

The New York Plan for University Extension in Agriculture.

(From Year Book of the United States Department of Agriculture, for 1897, page 283.)

In 1894 the legislature of New York passed a bill out of which has grown a movement in behalf of agricultural education, which bids fair to make a deep and lasting impression, especially upon the common schools. The Nixon bill, as it is popularly called, grew out of a desire on the part of certain persons in Chautauqua County, N. Y., to have the experiment station connected with the College of Agriculture of Cornell University undertake some co-operative experiments in their vineyards. As finally passed, the act gave \$8,000 to the station "for the purpose of horticultural experiments, investigations, instruction, and information in western New York." The work was organized under Prof. L. H. Bailey, and consisted of investigations in horticulture, plant diseases, and entomology; teaching by means of itinerant schools and lectures, and the publication of bulletins of information. So successful was the first year's operations that the appropriation was increased to \$16,000 for the next two years. The educational features of the enterprise were extended, with the effect that the legislature of 1897 made an appropriation of \$25,000 for "the promotion of agricultural knowledge in the State," and put this in charge of the College of Agriculture instead of the experiment station. The work now in progress is much wider in scope and more thoroughly organized than that hitherto attempted. It retains, however, the main features of the previous enterprise. These are :

- (1.) The itinerant or local experiment as a means of teaching.
- (2.) The readable expository bulletin.
- (3.) Itinerant school.
- (4.) Elementary nature teaching in the rural school.
- (5.) Instruction by means of correspondence and reading courses.

Several hundred simple field experiments with fertilizers, potatoes, and sugar beets have been conducted the past season in different parts of the States. Several bulletins, with numerous illustrations, have been widely circulated. Numerous itinerant schools have been held. "These are meetings which last two or more days, at which time certain instructors take up definite lines of instruction, giving by

far the greater part of their attention to underlying principles and not to mere facts or methods." The attempt to introduce nature teaching into the rural schools has aroused much popular interest. The purpose and method of this work have been fully set forth in a recent bulletin and are here summarized. It was conceived that the fundamental difficulty with our agricultural condition was that there was no attempt to instruct the children in matters which will awaken an interest in country life, and therefore that the place in which to begin to correct the agricultural status was with the children and the rural schools. For the purpose of determining what should be done many rural and village schools were visited during the past year and simple lessons were given on natural objects. The result was that all the instructors were impressed with the readiness with which the children imbibed the information, their keen desire for it and appreciation of it, and the almost universal interest which teachers took in this kind of work. It was clear that the greatest good which could be rendered to the agricultural communities was to awaken an interest in nature study on the part of teachers and children. In order to facilitate teaching in this direction, leaflets were issued to show teachers how nature study may be presented to the pupils, and these have been received with the greatest enthusiasm by educators, and many others who have examined them.

The outgrowth of this work with the schools is that it seems certain that the best way in which to reach the pupils and the teachers is by short and sharp observations upon plants, insects, and other natural objects, and not by means of definite lectures of stated lengths. This work has already been presented to the teachers at some of their institutes, where it has also met with favor, and it has received the commendation of the superintendent of public instruction and other persons in authority. So far as the present outlook is concerned it is, perhaps, not too much to say that many believe that this movement, directed toward the young people of the rural communities, is the most important one which has developed in agriculture since the consummation of the experiment-station idea.

Instruction by means of correspondence has been an outgrowth of the last year. There were about 1,600 readers upon the lists at the close of the first three months. It is the plan in this reading course to set the farmers to reading upon certain definite subjects, and then to make them think upon those subjects by periodical questioning.

Some months ago the College of Agriculture had enrolled under the head of "University extension work" 15,000 pupils and 10,000 teachers of the public schools and 16,000 young farmers. The pupils and farmers receive guidance by means of printed circulars, and the farmers report progress and difficulties upon special blanks, which are furnished. Six instructors are employed throughout the State in conducting university extension work, and special teachers are employed from time to time as occasion requires. These instructors meet the teachers of the public schools in the presence of their pupils

and at teachers' associations and institutes for the purpose of illustrating methods for teaching nature studies directly or indirectly related to agriculture. The leaflets furnished serve as texts for the subjects taught.

The result of pushing this educational motive into the rural communities has been a most decided waking up of those communities, which, even if the work were to stop at the present time, will continue to exert an influence for a generation and more.

All this work has been experimental—an attempt to discover the best method of teaching the people in agriculture. The promoters of this movement believe that the most efficient means of elevating the ideals and practice of the rural communities are as follows, in approximately the order of fundamental importance: (1) The establishment of nature study or object-lesson study, combined with field walks and incidental instruction in the principles of farm practice, in the rural schools; (2) the establishment of correspondence instruction in connection with reading courses, binding together the university, the rural schools, and all rural literary or social societies; (3) itinerant or local experiment and investigation, made chiefly as object lessons to farmers, and not for the purpose, primarily, of discovering scientific facts; (4) the publication of reading bulletins which shall inspire a quickened appreciation of rural life, and which may be used as texts in rural societies and in the reading courses, and which shall prepare the way for the reading of the more extended literature in books; (5) the sending out of special agents as lecturers or teachers, or as investigators of special local difficulties or as itinerant instructors in the normal schools and before the training classes of the teachers' institutes; (6) the itinerant agricultural school, which shall be equipped with the very best teachers, and which shall be given as rewards to the most intelligent and energetic communities.

NATURE TEACHING IN THE RURAL SCHOOL.

There are many interesting points in the scheme of university extension work for agriculture thus outlined, but particular attention should be given to that part of it which relates to the introduction of nature teaching in the common schools. For more than a hundred years schemes for the teaching of agriculture in the common schools have from time to time been put forward and have attracted more or less public notice. None of them, however, has been found practicable. That is largely because they have ignored the conditions existing in our common schools, as well as the nature of the subjects with which the theory and practice of agriculture deal. The great object of teaching agriculture in school courses must ever be to acquaint students with the principles on which sound practice should be based, and show the direction in which agricultural progress is going. The art of agriculture is best learned on the farm. That is the place where the boy learns how to plow, plant and reap, and how

to feed and care for stock. It is true that at an agricultural college or other school where the farmer's boy may reside for a considerable period he may learn new and better ways of doing these things than on his father's farm, but what chance is there that he can ever learn such things as a child in a common rural school where most of his time must necessarily be given to acquiring the rudiments of a general education? If he is to be taught agriculture at all in the common school, the course must consist very largely of the principles underlying agricultural practice, that is, he must be taught why he plants and plows and reaps in one way rather than another, and what laws of nature he violates in the bad management of his crops, stock, or dairy, and the penalties which will surely result. But agricultural principles are complex affairs, having their foundation in several sciences and only imperfectly understood even by the most advanced investigators. They are matters which the nature mind may profitably consider, but which are out of place in elementary schools. For this reason most of the experiments in teaching agriculture in the lower schools have proved failures. It is true that something has been done in Europe, but it is only here and there where unusually gifted teachers have been found that even a measure of success has been attained. In our rural elementary schools there is much less prospect that any useful work of this kind can be done.

NATURE TEACHING SHOULD BE INTRODUCED IN COMMON SCHOOLS.

There is every reason to believe that the plan of "nature teaching," as proposed by Cornell University, may prove a grand success and be of very great benefit to farmers' children. The element of education which is at present most lacking in our common schools is the training of the powers of observation. The children need above all things else to be taught to observe carefully and correctly and to state their observations in clear and terse language. The ordinary child, whether on the farm or in the town, actually sees comparatively little in the world about him. The wonders of the trees and plants in park or meadow, of birds and insects flying about the house, float like a shadowy vision before his eyes. "Seeing, he sees not." He needs a teacher who can open his eyes and fix his mind on the realities among which his daily life is passed. This accurate observation of natural objects and facts is the only foundation on which scientific attainments can rest. The scientist is chiefly a man who sees better than his fellow men. But it is also a great help in practical life. Many farmers acquire much of this power by their own unaided efforts. And these are the very men who most regret that they did not have in early life the help of a trained teacher. The farmer's child lives where he has the best opportunity for such training. It would benefit him in the practice of his art, and it would add an interest to his life would do much to wean him from a desire to leave the farm for the turmoil and uncertain struggles of the town. With proper provision for the training of teachers in normal and other schools, it would be entirely feasible to have this nature teaching in all our common schools within a few years. It is such teaching that the child mind

craves. With it the school becomes a delightful place and the teacher an angel of light. The leaflets which the College of Agriculture of Cornell University is issuing show how vitally this nature teaching may be made to affect agriculture, though it is not in itself the teaching of agriculture. In one leaflet the teacher is instructed to have the children plant squash seeds, dig some of them up at intervals to learn how the seeds germinate, and watch what happens to the little plants as they push their way up through the soil and unfold their stems and leaves in the air. Four apple twigs form the subject of some other lessons, and it is wonderful how much a child can learn about the way trees grow from simple materials. At another time the children are encouraged to plant little gardens and carefully watch some of the things which grow in them. Or they study some insect which preys upon fruit or make collections of the insects about their homes, or watch them to see whether they are doing things good or bad for the farmer.

Is it not likely that a child who is thus taught will soon begin to see a new value and dignity in farm life, and to be less envious of the boy or girl who is shut up within the narrow confines of city streets most of the year? And if the farmer's boy learns how to accurately observe the processes of nature with which farm practice deals, and the foes with which agriculture has to contend, are not the chances vastly increased that he will be successful in managing nature so as to get the greatest favors from this coy mistress of his life and fortune?

HIGH-SCHOOL COURSES IN AGRICULTURE.

With nature teaching in our common schools and training in the science of agriculture in our colleges, there would yet remain one vacant place in our scheme for a system of agricultural education suited to the varied needs of all our people. Between the college and the common school is the high school, normal school, or academy. Large numbers of farmers' boys and girls go to these schools, commonly located near their homes, who are unable to attend the longer and more expensive college courses. Surely some provision for agricultural instruction ought to be made in such schools. Thus far only a few attempts have been made in this country to provide agricultural instruction of the high-school grade. It is true that some of the agricultural colleges receive students directly from the common schools, but the constant tendency is to raise the grade of instruction in these institutions to a college basis and, under any conditions, they very imperfectly perform the duties of secondary schools of agriculture. The University of Minnesota has in recent years maintained a school of agriculture (see Pl. II), in which instruction in agriculture of a lower grade than that given in the College of Agriculture has been successfully imparted. This school has proved quite popular. Some 300 students were in attendance last year, and it has been found desirable to offer courses for girls as well as boys. The State of Alabama has recently provided for the

maintenance of a school of agriculture of secondary grade in each of the nine Congressional districts of the State.

The establishment of such special schools of agriculture of high-school grade is greatly to be commended. One of the best effects of such schools at the present time is to show the people what distinctions should be drawn between colleges and high schools for agricultural education. By the separation of these grades of instruction the colleges will be enabled to do their proper work more efficiently, and better opportunities will be secured for those students whose previous training only fits them for high school work in agriculture. But it is not believed that the special agricultural high schools will fully meet the needs of our farmers for agricultural instruction of this grade. Any school so distant from the farmer's home as to necessitate long journeys, and residence at the school for two or more years must necessarily be too expensive for most of the farmers' children, especially after they have reached an age when their services may be more or less utilized on the farm. What is needed is courses in agriculture in numerous schools to which farmers' children resort, near their homes, to "finish" their education after they are through with the common schools.

It is believed that some such plan as the following would be practicable and beneficial for a large number of schools and students: Many of the rural high schools, normal schools, and academies, (that is any schools of higher grade than the common or districts schools) now employ at least one teacher qualified to give elementary instruction in one or more natural sciences. As compared with the more thorough courses given in the colleges the instruction in many branches, such as rhetoric, history, botany, and chemistry, which is given in the high schools, consists of an outline or skeleton course, presenting in a systematic way the main features of the science. In this way the pupil learns some of the most important principles and, what is of more consequence, gets an idea of the course and tendency of modern progress in these lines of knowledge. This may form the basis for more thorough training afterwards, but even if it goes no further than the high school, the mental horizon of the student has at least been broadened for all his life, and the chances are that he will prove a more progressive and successful man than if he had confined his education to the common school.

Now, what is being already done in other subjects in the high schools, may easily be done in agriculture. When a teacher of Natural Science is being selected for such a school, located in or near a rural community, let one requisite be that he shall have had training in the science and practice of agriculture, preferably at an agricultural college. Such a teacher will be able to offer, it may be as an optional study, an outline course in the theory and practice of agriculture. The farmer's boy or girl may then take this course in agriculture in connection with other courses at the high school without going far or long from home. If he has had nature teaching in the common school he will be

all the better prepared for this secondary course in agriculture, and the more practice he has had on the farm the better able he is likely to be to appreciate and profit by a systematic course in agriculture in the high school. It is of course not pretended that this outline course can take the place of the longer and more thorough courses at college and special schools of agriculture, but it will be far better than no course at all. It will open the mind of the pupil to the wonderful progress which is being made in agricultural science and practice. It will enable him to take more thorough advantage of the information furnished through books, bulletins of experiment stations, farmers' institutes, home reading, clubs, etc. It will come to him at a time of life when he is making choice of his life occupation, and it is believed it will be a powerful incentive to keep those boys on the farm who are fitted to get the most in every way out of a farmer's life.

CONCLUSION.

In 1896, out of a total population of some 70,000,000 in the United States, 16,000,000 young persons were enrolled in the schools and colleges, of whom three-fourths, or 12,000,000, were in places of less than 8,000 inhabitants. In schools having secondary grades, that is, high schools, normal schools and academies, it is estimated from somewhat imperfect statistics, that there were 600,000 pupils in 7000 schools. Probably 400,000 of these secondary-school students were in 5,000 schools, located in places having less than 8,000 inhabitants. If agriculture could be generally taught in schools of secondary grade, it is obvious that the effect would be widespread. How much more widely such instruction might be diffused than it is at present may be inferred from the fact that in 1897 there were in all only 64 colleges having courses in agriculture, which were taken by 3,930 students.

It is evident we are making much progress in devising and carrying out wise plans for the education of the farmer. With nature teaching in the common schools, high and normal school courses in agriculture, colleges of agriculture, experiment stations, farmers' institutes, home reading circles, and the agricultural press, the farmer would have a quite complete system of education in his art. This would bring agriculture well into line with the great commercial and manufacturing enterprises of our day, which owe so much to technical education, and would greatly help to take away from agriculture the reproach of being a "belated industry."

The English Education Report.

(From the report of the Lords of the Committee of Her Majesty's Privy Council on Education, for the year 1897, page xii, et seq.)

COUNTRY SCHOOLS.

In the course of recent discussions, the difference in the position and needs of town and country schools has become more generally realized than before. Alike from the point of view of administration and curriculum, the difficulties affecting rural schools are unlike those which press upon schools in many urban districts, and especially upon those which are situated in the larger centres of population. Some of the reluctance shown in various agricultural neighborhoods to raise the admittedly low level of many of our rural schools may be traced to a conviction more widely felt than actually expressed, that country schools should do more to interest country children in country life.

Much more might be done in this direction than is hitherto been accomplished, and we have observed with satisfaction the growth of interest in the question during recent years. The subject is one of national importance in view of the tendency of so many of the more promising youths to leave the country for the town. It raises, however, social and economic issues, as well as those which are educational in the narrower sense. Mere changes in school curricula cannot reverse great economic tendencies. The allurements of higher money wages and the desire for the freedom from old restraints, and for the excitement which town life affords, are forces which are likely to prevail over any obstacles short of some great change in the ideals of life, and this it does not lie solely within the power of the school to produce.

INFLUENCE OF THE TEACHER.

Nevertheless, it will be generally admitted that the influence of the teachers and of school life can do much to correct the false ideas and exaggerated notions which sometimes play a large part in determining the ambitions of the rising generation. Just as it would be wrong to attempt to keep the latter in the country by trying to withhold from them the knowledge of the advantageous opportunities which may be open to them elsewhere, similarly is it mischievous if the bias of the teacher is, consciously or unconsciously, such as to cause them to paint in falsely attractive colors the pleasures of town life, and thus to foster discontent with rural surroundings, without giving the children the kind of knowledge and power which enables them to appreciate what is good

in those surroundings and to improve what is remediablely bad in them. A country school fails if it misses the opportunity of showing its scholars how much skill and knowledge underly the operations familiar to them in thier daily life, and of teaching them to feel pride in practical work well done, and intellectual interest in the principles involved in doing it.

BOOK AGRICULTURE, &C., VERSUS OBJECT TEACHING.

This, however, will not be secured by means of a purely bookish education, which is far from being the best training for any one, and least of all for those who will live by handicraft and non-literary pursuits. Unfortunately, a mechanical form of bookish instruction is the cheapest kind of teaching. It calls for the least thought on the part of the teacher, and it requires the smallest outlay of funds or trouble on the necessary apparatus. Consequently it tends to prevail in inferior schools staffed by inferior teachers. Of all kinds of education it is the least fruitful of permanent good. But nowhere is its influence more obviously mischievous than in a rural school. It is specially wasteful of the means of educational discipline which are most appropriate to country life. In all schools for young children, but particularly in rural schools, it is desirable to avoid the kind of teaching which deadens the play of natural interests by the too exclusive use of verbal discipline. Training in the exact and logical use of language is a necessary and valuable part of education, and if wisely applied, has a moral as an intellectual influence. But it is mischievous to identify the chief aim of education not with a knowledge of things in themselves, but with a mechanical and often fleeting knowledge of the literary expressions for the things. The aim should be not to produce multitudes of clerks but multitudes of good craftsmen. The tradition of the school should be to make the scholars not despise labor but honor it, and aspire to become master craftsmen instead of regarding handicraft as something socially inferior to unskilled service in shop or office. Public feeling on these questions depends much more than is generally realized on the mental attitude encouraged in the schools. Mechanical teaching and the suggestion of false ideals of life may deprive the school of most of its possible usefulness, and the nation of its best and natural source of a higher level of industrial and agricultural efficiency.

THE AIM OF THE SCHOOL.

If the school aims, and the country school has unrivalled opportunities for so doing, at quickening and training the interest of the children in natural objects; at giving them alertness of mind and accuracy of observation; at stimulating their intelligent curiosity as to the causes of things; at guiding them to find out things for themselves; at practising the hand as well as the memory; and at teaching them to acquire skill in the use, not of the pen only, but of the brush, pencil and knife; at disciplining their reasoning powers, and guiding them to a perception of

the principles underlying practice, and at fostering in them a sense of reverence for nature, it would be the more likely to succeed in laying the foundations of stable and upright character and in preparing the ground for the inculcation of moral principle. It will quicken the aptitude for self education, and give the best starting point, not only to the rank and file of the scholars, but to those endowed with the exceptional faculties which, in the public interests, deserve further opportunities of higher culture.

THE COUNTRY TEACHER.

Rural school work, rightly understood, is not a pale imitation of town school work. It has its own difficulties and its own opportunities which a teacher must be specially trained to combat and to use. It is specially desirable that everything possible should be done to secure the comfort of the country teachers and to make their life healthy, self respecting and attractive. There is need for the country teacher to have in a special degree strong and personal interest in the duties of his calling, as he will be deprived of many of the incentives to self improvement which constant association with his fellow teachers would furnish under the more competitive conditions of town life. There is reason, therefore, for the country teacher to be given

A PREPARATORY EDUCATION

Not one whit less liberal than that enjoyed by those whose duties will lie in the town. But, though book knowledge is indispensable to him, partly because the country teacher has to give instruction single-handed in many subjects, partly because he must be able to recognize and help forward any scholar of literary talent, partly because in his comparatively solitary life he will specially need the solace and stimulus of books, partly because it is desirable that he should be naturally fitted to associate with those of his neighbors who are responsible for the welfare of the village, yet book knowledge alone is not the chief or by any means the most necessary qualification for his post. He should be himself

A LOVER OF THE COUNTRY,

Keenly interested in rural pursuits, in full sympathy with those engaged in agricultural callings, and naturally inclined to some scientific or practical study for which the country provides frequent opportunities and the best material. Under the influence of such a man or woman, experience has shown that the country school may do educational work of the highest merit. In their hands, the curriculum of the school takes its appropriate form. There is closer sympathy between the school and the natural life of the village. There is less dissonance between their ideals, not at the sacrifice of any high purpose, but through the patient deepening of interest in the duties and pleasures of rural life. Were such

schools more common, and were it more generally realized that school and home must work together, and that the work done in the school room or for the teacher is only a comparatively small part of a boy's or girl's real education, it is probable that the unwillingness to admit the importance of educational claims, which still shows itself in some agricultural districts would more quickly abate.







COUNTY ACADEMY, YARMOUTH, N. S., 1899.

ANNUAL REPORT

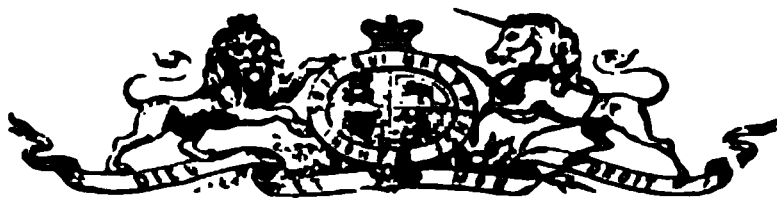
OF THE

SUPERINTENDENT OF EDUCATION

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA,

FOR THE YEAR ENDED 31st JULY, 1899.



HALIFAX, N. S. :
COMMISSIONER OF PUBLIC WORKS AND MINES,
QUEEN'S PRINTER.

1900.



EDUCATION OFFICE,

HALIFAX, *February, 1900.*

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended 31st July, 1899.

I am, with respect,

Your obedient servant,

A. H. MACKAY,

Superintendent of Education.

To the HON. GEORGE H. MURRAY, M. P. P.,
Provincial Secretary.

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PART I.

GENERAL REPORT, 1899.



ANNUAL REPORT
ON THE
PUBLIC SCHOOLS OF NOVA SCOTIA.
1898-99.

TO HIS HONOR SIR MALACHY BOWES DALY, K. C. M. G.,
Lieutenant-Governor of Nova Scotia :

MAY IT PLEASE YOUR HONOR,—

I beg, in accordance with the law, to submit my Annual Report on the Public Schools of the Province, for the School Year ended 31st July, 1899.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education*, sent free according to law to every board of public school trustees in the Province. They contain, among other information, the names of the teachers employed in the schools, the amounts of the provincial grant paid each, the amounts of the county fund paid each section; the names and classes of the teachers licensed and of the graduates of the Normal School, the names and standing of those who obtained "pass" certificates of the four Provincial high school grades, the Provincial examination question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

GENERAL SUMMARY.

The number of schools increased from 2,385 to 2,390. The sections without school were 146—as against 124 last year which was the best on record. The increase of sections without school was confined mainly to the counties of Inverness and Cape Breton, and was due entirely, probably, to the cessation of the granting of "permissive" licenses. That this most desirable change has been effected without any more serious consequences is very satisfactory; especially when it is known that in 1897 and 1896 the sections without school were respectively 153 and 171, although "permissive" licenses were then being granted.

To the same cause the decrease in the annual enrolment from 101,203 to 100,617 may be due. The decreased attendance is confined to the first seven grades, as the attendance in the eighth grade increased by 301, and in the high school grades (IX to XII) by 451.

While the number of schools increased by 5, the average time of session of all the schools rose from 199.9 to 202.3 days during the year. This indicates that schools open for only a short period of the year are becoming very few.

The number of teachers employed in these 2,390 schools diminished from 2,510 to 2,494, as compared with the previous year, which means that the schools are improving with respect to the number of changes in the teaching staff made within the school year.

The number of Normal School trained teachers employed rose from 798 to 840, which shows that the legislation of 1893 is still active in evolving a trained profession. The annual numbers from this date are as follows: 403, 499, 616, 690, 752, 798, and 840. One-third of our teachers have now passed through the Normal School.

The standard of scholarship for untrained teachers has also been definitely raised from the first day of 1899, as was foreshadowed in my previous report, without any injury to the supply of teachers, which might have been expected during the first year of its action.

The amount of money raised by assessment on the school sections was less than the previous year by about \$25,000. Over \$16,000 less was required for building and repairs. It is a good sign to find that this economy did not affect injuriously the salaries of the teachers, for which over \$15,000 more was voted than last year.

The number of low class teachers diminished. There were 26 less male and 40 less female teachers of class D (provisional). As a consequence the average salary of class D teachers, both male and female, increased, the former by nearly \$9.00.

The average salary of class A teachers diminished on account of their increase in number, and the necessity of their accepting positions in the more elementary schools.

The average salary of class B male teachers remains nearly as last year, while that of female teachers increased by nearly \$17 00.

Class C male fell \$25 on the average, while class C female rose \$5.49.

The Teachers' Licenses granted each year, from 1893 to 1899, were as follows:—218, 250, 365, 513, 571, 753, and 796.

The advance in High School work for the series of eight years beginning 1892, as indicated by the number passing the grade applied for at the Provincial examinations, is shown in the following table:—

YEARS.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Examined....	1432	1506	1922	2399	2517	2917	3304	3377
Passed.....	175	598	760	684	1313	957	1229	1571

The Provincial Normal School continues to improve in efficiency, although the accommodation for practical scientific training has become altogether too narrow. The science building, the plans and

specifications of which are now ready, will give the desired accommodation, and will make, it is hoped, this, the most necessary of our public institutions, one of the most appreciated.

STATISTICAL ABSTRACT.

1.—SECTIONS.

	1898.	1899.	Decrease.	Increase.
School Sections in Province.....	1874	1881	....	7
Sections without school	124	146	....	22

2.—SCHOOLS.

Schools in operation	2385	2390	....	5
“ session, 50 days or under.....	10	7	3	....
“ “ 50 to 100 days.....	48	32	16	....
“ “ 100 to 150 “	123	106	17	....
“ “ 150 to 200 “	286	208	78	....
“ “ 200 (and less than full term) ..	914	1134	....	220
“ “ full term.....	1004	903	101	.. .
Average days in Session	199.9	202.3	....	2.4

3.—TEACHERS.

Number of Teachers	2510	2494	16	....
“ “ Normal trained ..	798	840	....	42
Class A, Male	58	62	....	4
“ A, Female.....	12	17	....	5
“ B, Male.....	150	135	15	....
“ B, Female.....	250	253	....	3
“ C, Male	194	193	1	....
“ C, Female.....	795	761	34	....
“ D, Male.....	212	204	8	....
“ D, Female.....	839	869	....	30
Total Male Teachers	614	594	20	....
“ Female Teachers.....	1896	1900	....	4
New Teachers	417	373	44	....
Teachers, service 1 year or under	563	572	....	9
“ “ 1 to 2 years	284	306	....	22
“ “ 2 to 3 years	223	250	....	27
“ “ 3 to 4 years	195	189	6	....
“ “ 4 to 5 years	201	160	41	....
“ “ 5 to 7 years	320	299	21	....
“ “ 7 to 10 years	248	255	....	7
“ “ 10 to 15 years	201	202	....	1
“ “ 15 to 20 years	135	129	6	....
“ “ 20 to 30 years	118	107	11	....
“ “ 30 and over.....	22	25	....	3
New Licenses issued (all classes).....	753	796	....	43

4.—ATTENDANCE.

	1898.	1899.	Decrease.	Increase.
Pupils on register, 1st quarter.	81,209	82,016	....	807
“ “ 2nd “	90,230	90,514	....	284
“ “ 3rd “	95,106	93,763	1343	....
“ “ 4th “	99,916	100,623	....	707
Av. Daily Attend. 1st “	57,469	56,480	989	....
“ “ 2nd “	54,246	52,956	1290	....
“ “ 3rd “	56,789	50,967	5822	....
“ “ 4th “	54,356	55,899	....	1543
Total Days' Attend. for year..	11,523,835	11,359,379	164,456	....

5.—CLASSIFICATION OF PUPILS.

Grade I (and Kindergarten) ..	18,929	18,709	220	....
“ II.....	13,128	12,970	158	....
“ III.....	12,532	12,347	185	....
“ IV.....	13,275	13,087	188	....
“ V.....	11,007	10,876	131	....
“ VI.....	9015	8814	201	....
“ VII.....	9344	9089	255	....
“ VIII.....	6850	7151	....	301
Total in Common Schools....	94,080	93,043	1037	....
Grade IX.....	4530	4709	....	179
“ X.....	1885	2018	....	133
“ XI.....	608	736	....	128
“ XII.....	100	111	....	11
Total in High Schools	7123	7574	....	451
Total in Public Schools	101,203	100,617	586	....
Wrote at High School Exam..	3304	3377	....	73
Passed in Grades written for.	1229	1571	....	342
Full Academic High School Pupils	1733	1761	....	28
Full non-Academic do., do....	3738	4034	....	296
Partial High School students..	1652	1779	....	127

6.—SECTION STATISTICS.

	1898.	1899.	Decrease.	Increase.
Property in section...	\$81,726,341	\$80,993,474	\$732,867	.....
School property in sec.	1,502,711	1,639,158	.....	\$136,447
Vote at annual meeting	473,104	447,096	25,198	.....
Buildings and repairs.	77,935	61,819	16,116	.....
Teachers' salaries	368,567	384,214	.....	15,647
Vols. in school libraries	11,492	12,443	.....	951
Maps, charts, globes, &c.	7,317	7,617	.....	300
Scientific app. and col.	11,814	12,841	.....	1027
Total lit. and scien. app.	42,754	52,100	.....	9346

7.—TOTAL EXPENDITURES.

	1898.	1899.	Decrease.	Increase.
Total Provincial Grant. \$	245,837	246,462	.....	\$ 625
Total County Funds ..	119,869	120,082	.....	213
Total Sec. Assessment.	473,104	447,906	\$25,198	.....
<hr/>				
Total Expenditure, Pub.				
Education	\$ 838,810	\$ 814,450	\$24,360	.....

8.—ENROLMENT AND AVERAGE ATTENDANCE OF PUPILS.

	1898.	1899.	Decrease.	Increase
Total annual enrolment	101,203	100,617	586	....
Daily present on an average	57,771	55,919	1852	....

9.—TOTAL COST PER PUPIL.

In annual enrolment	\$8.28	\$8.09	\$0.19	....
Daily present on an average	14.51	14.57	....	\$0.06

10.—COST TO (a) SECTION, (b) COUNTY, (c) PROVINCE.

(a) Section Assessment per pupil.

In annual enrolment	\$4.67	\$4.45	\$0.22	....
Daily present on an average	8.18	8.01	0.17	....

(b) County Assessment per pupil.

In annual enrolment	\$1.18	\$1.19	....	\$0.01
Daily present on an average	2.07	2.14	....	0.07

(c) PROVINCIAL GRANT PER PUPIL.

In annual enrolment	\$2.42	\$2.44	....	\$0.02
Daily present on an average	4.25	4.40	....	0.15

COMMENTS ON THE STATISTICS.

SECTIONS WITHOUT SCHOOL. (Table I.—page 3).

As this school year is distinguished by the general abolition of the old "permissive" license (except a reduced number— 7 —allowed still in the French districts of Clare, for instance), it is interesting to observe that it has not affected the number of sections without school more seriously. These sections are only 22 more than they were last year, when they were at their lowest. They are, nevertheless, 7 less than in 1897 and 25 less than the year before. This change affected only a few counties it must be remembered, for in the great majority, the inspectors and school commissioners from early times, prevented the formation of unnecessarily small and weak sections, and never countenanced the habit of applying for "permissive" licenses for teachers not fully qualified. The service of these local teachers was cheap, but as a rule so useless that the backwardness of a few counties in educational matters may well be considered due to the prevalence of such teachers.

By comparing the second column of table I. with that of last year, we can see which counties appear to have been most affected by the change. The following continued to reduce the number of sections without school: Cumberland by 1, Guysboro by 3, Hants by 1, Lunenburg by 7, Pictou by 2, and Shelburne by 1.

The following were apparently unaffected, for there was no increase in the number of closed schools: Colchester, Halifax, Kings, Victoria and Yarmouth.

The following increased the number of closed schools: Annapolis by 1, Antigonish by 1, Cape Breton by 14, Digby by 2, Inverness by 15, Queens by 1 (the only section without school in the county), and Richmond by 3. The increase in most of these cases is due probably to other causes. But in the counties of Cape Breton and Inverness it is probably due to the habit of obtaining unqualified local teachers. Trustees were doing permanent injury to their schools when such teachers were employed; for it is futile to expect the children to excel the standard of the teacher instructing them, and they are also severely handicapped in their endeavors to obtain a regular license to teach. Then not only were the sections thus seriously affected, but teachers who had become licensed were prevented from obtaining schools held by these *permissive* teachers. From the history of events in the other counties, the change will be found, doubtless within one year, to be an advantage not only to people whose children are to be educated, but to the teaching profession in these counties. To this cause, also, is partly due the decrease in attendance of pupils at the public schools. This decrease is, however, only among the children of the first seven grades—the highest common school grade and all the high school grades throughout the province having increased during the year.

The schools open for less than 200 days in the year diminished by 114. This compensates for the increase of 22 in the schools entirely closed. Most of the schools under "permissive" teachers were usually open for only a portion of the year; so that the 22 closed schools are mainly those last year open for only a few months.

From the third and tenth columns of this table we have the general facts, that *five* schools more were open during the year than ever before; and that this maximum number of schools were on the average 202.3 days in session, that is 2.4 days more than those of last year.

In the following table, found by comparing the fourteenth column of the table with that of the previous year, we can see at a glance the counties in which the enrolment of pupils increased and decreased during the year. It will show that the diminution of 586 pupils in the enrolment of the Province is not due entirely to the increase in the sections without school; for a diminution of pupils will be found in some counties in which there was no decrease in the number of schools open, and *vice versa*.

COUNTIES ARRANGED IN THE ORDER OF INCREASE AND DECREASE OF
PUPILS ENROLLED, 1899.

Cumberland	+205	pupils.
Lunenburg	+147	"
Guysboro	+121	"
Halifax (Co.)	+ 85	"
Antigonish	+ 70	"
Halifax (City)	+ 26	"
Digby	+ 14	"
Kings	+ 13	"
Yarmouth	— 39	"
Annapolis	— 62	"
Shelburne	— 63	"
Pictou	— 78	"
Queens	— 79	"
Richmond	—119	"
Colchester	—178	"
Victoria	—210	"
Cape Breton	—248	"
Inverness	—282	"
<hr/>		
Province	—586	"

Again, as there were 2,390 schools in session with an enrolment of 100,617, each school has had an average enrolment of over 42. The decrease in the enrolment this year is only 586, which, if distributed among the 22 additional schools closed, would give an average enrolment to each of nearly 27. From this fact it appears that the average attendance in the schools throughout the province is about the same as last year,—the seven lower grades being under that of last year,

the five higher grades being over it. From the reports of some of the Inspectors it will also appear that epidemics were unusually prevalent in some counties, seriously affecting the attendance. These naturally affect the attendance in the lower more than in the higher grades. This tends to indicate, that after all the small diminution of attendance may be due more to other causes than to the abolition of "permissive" licenses.

NORMAL TRAINED TEACHERS.

From the thirteenth column it will be observed that the number of trained teachers remaining in the profession still continues to increase. The following table will show at a glance the regularity of this growth. It means that the Normal trained teachers are preferred to others since the change made in 1893. Still the attendance at the Normal School is not so much greater each year now than it was formerly. But its graduates have since been employed in rapidly increasing numbers from year to year, so that now they amount to one-third of the active profession in the province.

COUNTIES.	1893.	1894.	1895.	1896.	1897.	1898.	1899
Annapolis	25	25	33	35	33	38	45
Antigonish	2	7	6	6	10	13	20
Cape Breton	17	22	29	33	34	41	43
Colchester	63	67	85	98	106	101	87
Cumberland	75	83	95	104	109	104	114
Digby	17	14	14	27	28	28	31
Guysboro	2	13	18	13	18	16	24
Halifax County	23	40	57	57	53	57	60
Halifax City	31	35	34	38	44	48	54
Hants	45	38	48	46	51	63	62
Inverness	7	7	17	20	21	24	25
Kings	23	35	48	43	49	40	40
Lunenburg	23	34	38	51	57	63	61
Pictou	20	33	41	49	56	53	52
Queens	5	7	7	15	10	15	13
Richmond	5	9	6	7	13	10	16
Shelburne	3	4	5	13	16	18	19
Victoria	4	4	9	6	7	19	20
Yarmouth	18	22	26	29	37	47	54
Totals	408	499	616	690	752	798	840

TEACHING STAFF IMPROVING.—(II and III, pages 4 to 7.)

The most striking feature in these tables is seen in columns seven and fourteen of page 4. During the year the standard of the teaching profession was sensibly raised, not only by the elevation of the teacher's "pass" of scholarship above the ordinary "pass" of the Provincial High School Examination, but also by the lowering of the number of the lowest class of teachers employed—"Class D (provisional). Male

teachers of this class diminished by 26, and female teachers by 40; making a total change of 66, whose places were filled by teachers of a higher class. There were still 37 male and 121 female teachers of this class employed. If this improvement should continue for three years more, this class of teachers would disappear. As one half of the diminution this year is due to the abolition of "permissives" which have been classed with the regular "Class D (provisional), we cannot expect the improvement to advance so rapidly without some further aid, such, for instance, as raising the age of the licensing of teachers one year. Such a change can now be borne without undue stress. It will be remembered that *seventeen* was the minimum age of the lowest class of male teachers until 1893, when to put male and female teachers on the same age plane, and to balance the effect of the advanced scholarship required on the adoption of the present system, the minimum was made 16 years. As in most countries the minimum age is very much greater, in many cases even 21 years, the addition of one year to our present minimum can be borne with advantage from all points of view. It will secure more maturity, and therefore as a rule more scholarship and more power.

QUARTERLY ATTENDANCE.—(IV, page 8).

For three quarters of the year, including the last quarter, the number of pupils "on the register" was greater than during the previous year, although the annual enrolment was less by 586. We have accidentally omitted from all these statistics the figures of the Model School departments in connection with the Provincial Normal School. The Inspector had to report that these returns were not received in time for the incorporation of their figures in his statistical summation. The statistics of the county of Colchester and the Province are therefore by so much less than the true figures. A statistical summary of these two departments can be seen on page 57.

ANNUAL ATTENDANCE.—(V, page 9).

From the comparison of the eleventh column of this table with that of last year, we can see which counties made an increase in the total attendance of pupils, and which a diminution. This comparison for a single year might be misleading. The decrease of attendance for a series of years might well be taken to indicate a decreasing population in a county. For one year it might be caused simply by a general lack of interest in education owing to the increased demand for the labor of the older pupils, or to local causes not so desirable, by unusually stormy weather, or by epidemics of sickness such as is referred to in the report of the Inspector of Yarmouth and Shelburne counties, when he states that he "had not seen for thirteen years so much sickness in the public schools" For those who like to think out the probable or possible causes of such local fluctuations, I give here lists of the counties arranged, so as to show at a glance the order and magnitude of the several increases and decreases, first for each year from 1895 to 1899, and second for the five year period.

DAYS' ATTENDANCE GAINED OR LOST IN 1895.

Cape Breton	+ 81,200
Inverness	+ 46,000
Cumberland	+ 34,555
Colchester	+ 34,542
Yarmouth	+ 31,779
Pictou	+ 29,972
Richmond	+ 26,616
Guysboro	+ 19,473
Queens	+ 17,699
Antigonish	+ 11,556
Halifax (City)	+ 5,216
Digby	+ 4,522
Victoria	+ 2,477
Kings	+ 933
Shelburne	— 720
Hants	— 1,970
Annapolis	— 3,725
Lunenburg	— 8,951
Halifax (Co.)	— 30,152

DAYS' ATTENDANCE GAINED OR LOST IN 1896.

Cape Breton	+ 58,731
Cumberland	+ 45,712
Lunenburg	+ 42,485
Kings	+ 37,974
Halifax (City)	+ 34,695
Digby	+ 32,920
Yarmouth	+ 29,956
Victoria	+ 25,341
Annapolis	+ 23,964
Richmond	+ 20,631
Hants	+ 12,130
Colchester	+ 2,930
Queens	+ 1,221
Pictou	— 1,335
Shelburne	— 6,038
Inverness	— 8,788
Antigonish	— 17,647
Guysboro	— 19,907
Halifax Co	— 27,560

DAYS' ATTENDANCE GAINED OR LOST IN 1897.

Halifax (City)	+ 59,441.5
Halifax (Co.)	+ 56,976.5
Colchester	+ 38,403.5
Guysboro	+ 30,826
Cape Breton	+ 26,071
Shelburne	+ 23,744
Cumberland	+ 15,464
Yarmouth	+ 14,614
Digby	+ 8,733

Queens	— 4,025
Annapolis	— 5,221
Antigonish	— 7,661
Hants	— 8,702
Lunenburg	—12,445.5
Richmond	—14,248
Victoria	—17,093
Pictou	—17,637
Inverness	—21,287
Kings	—21,558

DAYS' ATTENDANCE GAINED OR LOST IN 1898.

Cumberland	+ 54,610
Kings	+ 43,273
Cape Breton	+ 35,364
Pictou	+ 34,626
Inverness	+ 29,219
Annapolis	+ 20,862
Halifax Co	+ 20,071.5
Victoria	+ 19,796
Yarmouth	+ 19,063
Lunenburg	+ 15,730.5
Queens	+ 15,119
Shelburne	+ 15,005
Richmond	+ 13,700
Halifax City	+ 8,868.5
Digby	— 105.5
Guysboro	— 585
Colchester	— 7,616
Antigonish	—10,094
Hants	—20,039

DAYS' ATTENDANCE GAINED OR LOST IN 1899.

Halifax Co	+32,841.5
Lunenburg	+26,040
Cumberland	+19,455
Hants	+16,143
Antigonish	+ 8,254
Queens	+ 6,860
Halifax City	— 3,690.5
Guysboro	— 6,783
Digby	— 8,413.5
Victoria	— 9,060
Colchester	—12,002
Yarmouth	—16,006
Shelburne	—18,888
Richmond	—24,780
Kings	—26,132
Annapolis	—31,176
Pictou	—36,044
Inverness	—39,593
Cape Breton	—41,491

DAYS' ATTENDANCE GAINED OR LOST IN THE FIVE YEAR PERIOD
1895 TO 1899.

Cumberland	+169,796
Cape Breton	+159,875
Halifax City	+104,530.5
Yarmouth	+ 89,426
Lunenburg	+ 62,858
Colchester	+ 56,257
Halifax Co	+ 52,177.5
Digby	+ 37,656
Queens	+ 36,874
Kings	+ 35,490
Guysboro	+ 23,024
Richmond	+ 21,919
Victoria	+ 21,461
Shelburne	+ 13,103
Pictou	+ 9,588
Inverness	+ 5,996
Annapolis	+ 5,604
Hants	— 2,438
Antigonish	— 15,592

NUMBER OF PUPILS REGISTERED—INCREASE OR DECREASE IN THE
FIVE YEAR PERIOD, 1895 TO 1899.

Cumberland	+1,015
Cape Breton	+ 745
Halifax Co	+ 725
Halifax City	+ 544
Yarmouth	+ 489
Digby	+ 199
Queens	+ 126
Guysboro	+ 91
Richmond	+ 65
Lunenburg	+ 60
Kings	+ 22
Colchester	+ 13
Annapolis	— 27
Victoria	— 46
Shelburne	— 47
Hants	— 230
Pictou	— 253
Antigonish	— 405
Inverness	— 579

THE SEX OF PUPILS (V, page 9).

From the comparison of the ninth and tenth columns of this table with that of the previous year, interesting points might be brought to light, especially if we had a good system of "vital statistics" for the Province. We have, unfortunately, none; being in this respect further behind in civilization than several of the South American Republics. The following series of figures for the whole Province for the last seven years, may still engage some interest.

ENROLLED IN THE PUBLIC SCHOOLS OF NOVA SCOTIA.

YEAR.	BOYS.	ANNUAL INCREASE.	GIRLS.	ANNUAL INCREASE.
1893	49,775	.....	45,124	.....
1894	51,584	+ 1,809	47,126	+ 2,002
1895	51,885	+ 301	48,670	+ 1,544
1896	52,316	+ 429	48,716	+ 46
1897	52,023	— 283	48,824	+ 108
1898	51,979	— 44	49,224	+ 400
1899	51,333	— 646	49,284	+ 60

This table shows that the rate of annual increase of the boys enrolled was becoming less for three years until 1897, when it changed to an annual decrease. The rate of annual increase of the number of girls was all along greater than that of the boys, and has never changed to a decreasing rate. The girls will soon be equal in number to the boys. In this connection we may compile from table XIX, columns 39 and 40, (page 27), a similar series for as many years back as possible.

ENROLLED IN THE COUNTY ACADEMIES OF NOVA SCOTIA.

YEAR.	BOYS.	ANNUAL INCREASE.	GIRLS.	ANNUAL INCREASE.
1886	669	.....	653	.....
1887	723	+ 54	691	+ 38
1888	767	+ 44	737	+ 46
1889	790	+ 23	692	— 45
1890	784	— 6	735	+ 43
1891	847	+ 63	816	+ 81
1892	862	+ 15	834	+ 18
1893	682	— 180	715	— 119
1894	696	+ 14	723	+ 8
1895	736	+ 40	790	+ 67
1896	743	+ 7	829	+ 39
1897	788	+ 45	897	+ 68
1898	830	+ 42	958	+ 61
1899	812	— 18	986	+ 28

We have not these statistics for all the High Schools, only for the County Academies. To a certain extent these latter tend to draw fewer students as the other High Schools become more efficient—and they are becoming rapidly more efficient. The most notable point is the fact that in 1893 the number of girls in attendance in the Academies at length exceeded the number of boys, and the excess is becoming more marked every year since. Woman appears to be on the way to become the more “educated” sex in the future.

CHILDREN NOT ATTENDING SCHOOL (VI, page 10).

In the ninth and tenth columns of this table we are informed that while there were 95,553 children between the ages of 5 and 15 in the school sections, 7,024 did not attend at all. We should therefore expect to find only 88,529 between these ages attending school. In column six of table V, 89,709 were actually enrolled. This indicates that many of the elements entering into the sum of 7,024, are only estimates, and that the estimates are too large on the whole. Perhaps the law should be so amended as to require the registration of the names and ages of all the children in the section from 4 to 15 years of age,—at the beginning of each school year,—and the names of those not attending as well as of those attending, to be entered in the annual returns. In towns and the larger sections such a law would be much more difficult to carry out than in the smaller and great majority of sections, where there would be no serious difficulty. The working out of such a law would be greatly facilitated had the Province a system for the Registration of Births and Deaths, and where from the returns it would be an easy matter to ascertain what children of school age lived in the section.

In the first column of the same table 8,555 attended no more than 20 days in the year, 14,844 attended from 20 to 50 days. Some of these were, of course, pupils who became of age to attend school towards the end of the school year; but most of them were absent for other reasons. To the total of those who did not attend school at all we must add those who attend very little and very irregularly. In the rural schools much of such absence is caused by the distance of pupils from school, inclement weather, clothing in the case of the poorer classes, illness, and the home demands on the children for some kind of labor.

In many sections it is claimed that parents are so anxious to have their children at school that a compulsory law could not cause them to do more; that many of such causes of absence as are referred to above could not be obviated by, and would have to be excused under, any reasonable law. Such a feeling accounts to a great extent for the general reluctance to enforce our compulsory attendance enactment in the many sections of the Province in which it has been adopted by resolution of the annual meeting. Yet some of our Inspectors see evidence that the adoption of the law, even when it is not enforced, has a useful hortatory effect on the section. The general impression among the Inspectors is, however, that the present law lacks that essential character which makes its enforcement easy.

To prepare the public for the consideration of some more effective method, I called attention in my last report to the general character of the laws prevailing in other countries.

At the same time I recommended the amendment of the Compulsory Attendance law of the City of Halifax, which was passed by the legislature, and which expects every child, not exempt from attendance, to be present every day in the school. It does not now admit the principle that if the pupil puts in an attendance of 120 days, he

can spend the other school days of the year when and how he himself and his careless guardians may please.

As soon as the pupil's absences amount to five days the teacher has to report the fact to the school authorities who, on the first offences, merely notify and caution the parents. The old law allowed the absence from school to go on to the end of the year; and some months after, when the evil could not be undone, the guardian was fined. "Because sentence against an evil work is not executed speedily, therefore the heart of the sons of men is full set in them to do evil." The new law is now being put into operation in the City of Halifax, and the results are being observed before attempting the amendment of the present town and section compulsory attendance laws.

SECTIONAL TAXATION (VII, page 11).

To aid the study of this subject, the following compilation of the county statistics of table VII is made. Appended to the right are two columns giving the rate per \$100 for the two preceding years, so as to give a general view covering three years.

COUNTY.	Sections having School.	Valuation of property in Sections.	Valua- tion of Average Section.	Average Assess- ment in each Section.	Rate per \$100, 1899.	Rate per \$100, 1898.	Rate per \$100, 1897.
Guysboro	77	\$ 1,006,244	\$ 13,068	\$ 190	\$1.45	\$1.82	\$1.33
Victoria	66	582,141	8,820	116	1.31	1.39	1.03
Cape Breton	102	3,408,500	33,416	425	1.27	.89	.97
Richmond	62	642,841	10,368	123	1.18	1.18	1.02
Inverness	136	1,262,802	9,285	90	.97	.99	.95
Shelburne	63	1,445,808	22,949	191	.83	.83	.82
Pictou	127	4,716,447	37,137	291	.78	1.05	.67
Halifax County	125	3,757,590	30,060	222	.73	.74	.77
Hants	94	4,094,771	43,561	284	.65	.57	.47
Digby	76	2,285,023	30,066	184	.61	.62	.71
Cumberland	150	6,537,773	43,585	241	.55	.49	.60
Colchester	122	5,159,661	42,292	221	.52	.54	.53
Yarmouth	72	6,340,570	88,063	392	.44	.55	.40
Kings	104	5,037,438	48,436	215	.44	.36	.36
Lunenburg	145	4,301,102	29,663	131	.44	.50	.51
Queens	44	1,167,784	26,540	117	.44	.50	.73
Annapolis	98	4,235,176	43,216	185	.43	.42	.42
Antigonish	71	1,889,686	26,165	111	.41	.44	.44
Halifax City	1	23,122,087	.....	94,000	.40	.44	.45
Nova Scotia	1735	80,993,474	46,682	258	.55	.57	.55
Nova Scotia without Halifax City. . . . }	1734	\$57,871,387	\$ 33,374	\$ 204	\$.61	\$.63	\$.60

There are at least two cases in which many who take an interest in educational matters think sectional assessment should be made compulsory, namely, (1) "Poor" sections which receive one third more provincial grant for the teacher and one third more county fund for the attendance and, while taking these funds from other sections, refuse to aid the school by sectional assessment; and (2) sections which vote down the supplies for their school because the majority may not have an immediate interest in the school. In this latter case the law provides that the trustees can inform the Board of District School Commissioners of the amount necessary to maintain a school, and that the board can authorize the assessment of the sum on the section. But it is found in practice that the boards do not like fixing a sum to be raised in this manner. In the former case we find, as has been amply shown in former reports, that there is a tendency in some districts of the Province to subdivide school sections so as to bring the school house near every one regardless of the strength of the section to maintain an efficient school. This tendency is accentuated by the "poor" section law, which holds out to these communities the inducement of one third more of the public grants. In return for this they sometimes save themselves all local taxation, and are content to virtually draw this one-third additional money from the sections which are taxing themselves.

It is proposed, then, that the law should be so amended that no extra grant should be paid on account of any school on the "poor" list, unless an assessment of at least one per cent. be raised in the section. As the average rate is much above one per cent. in many counties, such a law would merely make compulsory a local effort not equal to the average effort in several counties, before the section should be allowed to draw virtually on the bounty of the other sections.

In the second case—when the section refuses to vote any supplies to maintain an efficient school,—on the application of, say, seven ratepayers, the trustees should be required to apply to the Board of School Commissioners for the authority to assess the section at a rate not less than one per cent. If in any possible case this vote should be more than sufficient, the existence of the law would help the annual or other meeting to vote such sufficient sum. The fixing of the rate would simplify the action of the authorities, because no one would be likely to obstruct the course of the law by raising the question of the appropriate amount.

THE DEAF, DUMB AND BLIND.—(TABLE VI, *p.* 10 ; AND APPENDIX *pp.* 129 AND 132).

It is now the duty of every teacher employed in any school section as well as of the trustees, to seek out any in the section who on account of defects of hearing or sight, cannot be educated in the ordinary public schools. When such pupils are discovered they are reported to the Principal (James Fearon, Esq.) of the Halifax Institution for the Deaf and Dumb, and the Superintendent (C. F. Fraser,

Esq.) of the Halifax School for the Blind, who immediately communicate with the parents or guardians. These institutions are now equipped in the most superior manner, and will favorably compare with any similar institutions in the world. The pupils have accommodations which for comfort, health, pleasant and educative associations place them far above the lot of the great majority of their otherwise more favoured relatives of the ordinary schools. The original endowments of these institutions are liberally supplemented by the public funds; and it is most satisfactory to find the public approve so heartily of these compensations to those handicapped in the race for self support and a useful life. For more detailed information attention is directed, as above, to the appendix.

TABLE VIII, (*page 11*).

This table is on the whole unusually satisfactory. While it indicates that the total of the local assessments on the sections was about \$25,000 less than last year, it does not indicate a lessening interest in the maintenance of efficient schools, for there was at the same time an increase of more than \$15,000 in the amounts voted for the salaries of teachers. A saving was made in building and repairs, for the unprecedented wave of new school house building, characteristic of the last few years, is now probably past. Notwithstanding the numerous expensive buildings which have gone up in every quarter of the province within the present decade, the amount expended for the purpose this year is from 40 to 50 per cent. greater than it was ten years ago. Nothing can demonstrate more clearly the turning of the hearts of the fathers to their children than this general desire to improve the conditions of the schools.

SCHOOL EQUIPMENT.

It is also satisfactory to see that the school equipment is improving. The libraries have increased by 951 volumes, although no government aid is given. The main reason why no grant is given for the purpose of library extension, is the expense of government supervision of such libraries. If the section owns the library the section will see that its books are taken care of. In the attempts made by the government about the middle of the century it was found that the books were soon lost in many districts.

I would suggest that in the revised education laws, school libraries be specified as one of the objects for which the section may assess itself. When the proper teacher is in a school section for a year, and the value of such an institution for the section is made plain to a few of the leading spirits, and rules for the loaning and preservation of books are found to be capable of enforcement, we may expect a small estimate for the school library to be included in every annual vote of the section.

Such a library should in the first place contain standard works of reference in general knowledge, and in the arts and sciences which are capable of exploitation to some extent in the locality. Then,

books for loan to pupils and parents might be procured. In this way our rural sections could be constituted into reading clubs, where the best, the most useful literature, modern as well as ancient, could be had at a cost which would be many times less than an individual could secure it for himself alone. The teacher would be the natural curator of such a library, and the board of trustees with the secretary would be its board of directors. This would ensure the safety of the books and the permanence of the library, without the creation of any specially new machinery. The library would be the "university extension" work of the school, whether a common or a high school. The school would thus begin to occupy a more important place in the hearts and the intellects of the people than it has yet occupied. It would become the intellectual centre of the community, not only for the young, but for the whole people. Such a condition would not fail to react beneficently on the school proper itself.

The other equipments have also increased; maps and globes by \$300; scientific apparatus and collections by over \$1,000; the total equipment, including the libraries, by over \$9,000.

THE TIME TABLE, (VIII. p. 12).

There is a slight deviation in the averages of this year from that of the previous year. The Time Table shows that the three R's absorb the great bulk of the time in school; and that if there is not greater proficiency in those than ever before in the history of the province (of which there is plenty evidence) it is not due to the lack of a sufficient proportion of the time absorbed in teaching them. The average number of minutes per week spent in the school room teaching these subjects were as follows:

Subject.	Minutes per week on an average.	
Spelling, &c.....	158.9	} 606.2
Reading, &c.....	329.	
English Composition, &c.....	118.3	
Arithmetic.....		299.9
Writing ..	91.3	} 181.7
Bookkeeping.....	29.9	
Drawing ..	60.5	
Singing.....		28.8
Physical Exercise ..		19.5
Hygiene and Temperance ..		43.3
Moral and Patriotic duties.....		21.4
Object Lessons on Nature ..		36.5
Geography ..		119.7
History ..		81.6

No one, it is presumed, will think that these subjects are all taught strictly for so many minutes per week. Book-keeping, for instance, may be taken up and disposed of in a month, and so of some other subjects. Nor should any one think that there is a regulation requiring the teacher to give so much time to such a subject during a week

or during the year. The teacher acts freely according to his judgment and the character of his pupils. This table merely sums and averages the time which the teachers actually found they required to use. We have here the average time required in the schools of each county for the teaching of the various subjects. It is simply a revelation of the way in which the teacher's time is spent in the school room, and when compared with the time in the individual returns it is information of much value to the Inspectors and others interested in public education.

TIME ABSORBED IN HIGH SCHOOL WORK IN THE PUBLIC SCHOOLS,
(VIII, page 13).

The following table shows the number of schools in which instruction was given in the following High School subjects, for each year from 1893 to 1899. It includes the Academies and other High Schools as well as the Common Schools which give instruction in one or more High School subjects:—

	1893.	1894.	1895.	1896.	1897.	1898	1899.
Practical Mathematics	112	119	235	116	200	181	210
Algebra	678	778	1124	1123	1135	1160	1199
Geometry	634	580	875	880	909	934	985
Botany, &c	524	617	778	820	844	896	948
Physiology	228	194	216	187	172	172	182
Physics	173	289	475	556	618	679	760
Chemistry	129	169	274	301	344	354	402
Latin	75	69	109	98	100	129	136
Greek	22	16	24	27	24	23	27
French	61	80	81	85	82	111	96
German	8	6	6	7	8	9	11
Totals	2644	2917	4197	4200	4491	4648	4956

THE HIGH SCHOOL TENDENCY.

This record of seven years demonstrates a tendency suspected as far back as 1894, and to which I called attention in my report of that year on page xxiv. I then said:—

“ It should not be surprising if the tendency of the teacher to encourage pupils to continue at school after finishing the work of the common schools in rural sections, should, under certain circumstances, give rise to complaints from certain parties that the common school work is neglected to too great an extent for the few doing advanced work. Teachers should be careful not to give any just occasion for the neglect of the general school for any special section of it.

“ But just here comes up the question, should the teacher be prepared to distribute his attention evenly upon the pupils of a rural school containing all grades from the first to the tenth or eleventh? Yes, evenly upon the pupils,

not upon the subjects, if no special agreement has been made with the trustees. On the other hand, have the trustees the right to say to the teacher, you shall teach no subjects beyond those of the common school grades? There are circumstances in which such a right might be sustained. Both the statutes and regulations have in view the stimulation of high school work, in county academies particularly, in order, we presume, to obviate to some extent the necessity of having very poor provision for such instruction in every school section. But so long as teachers are tactful and trustees judicious, there will be no demand for the Council of Public Instruction or the Legislature to take away from rural sections the power of allowing more or less high school work to be done, at least occasionally, in them."

From our seven year table it is clearly evident that the number of rural schools doing some high school work is increasing. Algebra is a subject introduced in the last grade of the common school course; and it must not be inferred that out of our 2390 schools, 1199 are doing high school work. It simply means that in about one half of our schools there are pupils from the eighth grade upwards. 985 appear to be attempting geometry, which is a high school subject only. The schools teaching Latin, which is an optional high school subject, increased from 75 to 136. If we take the sums of the schools teaching these eleven selected subjects characteristic of the high school course as distinguished from the common school course, in each of the seven years, we have a series representing fairly the growth of the encroachment of high school work on the common schools. 2644 is to 4956 as 100 is to 187. The increase has been 87 per cent.

Hitherto such a showing would be represented as a proof of a magnificent development of public education. For it has long been the custom for even the rural school to boast of its excellence according to the number of advanced pupils in attendance, or the number of candidates successful in passing the "Teachers' Examination." The Council of Public Instruction in the olden days, compelled by the force of public opinion, also magnified the higher education as is demonstrated by the grants to the county academies. But not content with that, a direct stimulus to increase the number of high school pupils in sections having no more than two teachers was given by granting \$100 additional to a class "A" teacher in such a school who could show at least ten pupils of high school grade. To people who think the high school course is more severe now than it was seven or more years ago, the advance must appear very great.

Now there has undoubtedly been an advance, and an advance of unprecedented rate, as is proven by the number presenting themselves at the voluntary Provincial examinations, by the number in attendance in the high schools and academies, and by the increased expense lavished on these public buildings by the people to make them more comfortable, more sightly, and more healthful for their children.

But the better the provisions made for the accommodation of pupils in the large academies and other pure high schools, the less occasion, we would expect, there should be for the mixed high school or the rural school doing high school work. It looks as if the old sentiment,

that high school work is much more honorable than common school work, is growing with the increasing numbers. But such a sentiment is entirely wrong, and its predominance is in many places having an injurious effect. The common school education is even more important in many respects than that of the high schools, although it may not be so interesting to the teacher who does not understand his vocation as a teacher should.

LOCAL MISUNDERSTANDINGS.

Yet just here another curious feature presents itself. The new influential citizen, perhaps it is, whose child for very sufficient reasons is not capable of following the full high school course taken by a majority of the class, and which has been taken by similar classes throughout the province for fifteen years, and who also may be ignorant of the fact that if his child is not allowed to take a less comprehensive course it is the act of the local school authorities alone, or who, if he is made acquainted with this fact, thinks his child should be admitted to equal certificate honors without equal work and scholarship—this citizen demands that the provincial standard be lowered to suit the present circumstances of his family.

The thought apparently never struck such an one, of the effect of the lowering of a standard existing for many years all over the province to which public privileges of the most important kind were attached, not only in our own but in other countries in which the certificates are accepted. To have his child win the honor of a certain grade of certificate (and it must be remembered that at the Provincial examinations, every one obtains a certificate for the work done, even were it done on only one subject, although a definite group of subjects with a prescribed aggregate of marks is required for that known as the "pass"), he is ready to open the flood-gates to hundreds of others also who are unqualified. As soon as he thinks of this side of the case, as an honest man he goes to the teacher or school board to make application for exemption from such subjects as he may choose. He can obtain all the education he wants; but he cannot obtain a certificate that his child, who has taken only a partial course, has taken the full course laid down by the law as the qualification for certain classes of teachers, etc.

But when the citizen does not think of these things (and it is here the curious feature comes in), he sometimes exploits the opinion of some teacher who may in some place be trying to teach all the common school grades plus the high school grades, having, may be, only one or two pupils in each grade. Such a teacher must undoubtedly feel that his pupils would have a very much better chance of success at the examinations if the amount of work for each grade should be lessened. In many cases, teachers even in pure high schools, have just cause for such a feeling when, to fill their department, they admit pupils who are imperfectly qualified for high school work, not only on account of their scholarship but even on account of their age. To lower the Provincial prescriptions for the true high schools of the

country for the convenience of such teachers would be the most suicidal policy which could be dreamed of. On the other hand, such teachers should, perhaps, be prevented by the law from attempting high school work under unsuitable conditions where there is no necessity for it. Their opinion in favor of the reduction of the prescriptions merely reflects on their capacity for the proper administration of the school under their charge, when the experience of successful teachers in the true high schools for a generation are in favor of maintaining or advancing them. The ridiculous nature of the opinion on which some worthy but uninformed people may sometimes accidentally depend, should be evident from the fact that there are many schools in the province in which all the subjects taught in the city of Halifax, from the first grade of the elementary schools to the highest of the County Academy, is attempted to be taught by one teacher. Your Superintendent has had charge of such a school for more than one term in his early experience.

But I must qualify this presentation of the subject by testifying that while I have met hundreds of teachers at our Institutes who, from the circumstances of the community in which they were placed, found it necessary to do a very considerable amount of high school work, I found none who assumed that the standard course of the high schools of the Province should be adapted to their conditions. Teachers who assume that, are not among those who take the trouble of attending Teachers' Institutes. They prefer to illumine the world by the light which comes from themselves alone, anonymously through the press.

DIFFICULTIES OF THE MISCELLANEOUS SCHOOL.

Seven per cent. of our pupils are doing high school work. Ninety three are doing common school work. But it is in the common school, also, that the profoundest impression is made, as a rule, on the character, not only of the 93 per cent who go out into the fields and the shops, but of the seven per cent who go into the high schools before coming out to lead society and the industries. And not only is the work of the common school important on account of its universality, and of its influence during the more formative stage of character, but also on account of its importance as a foundation for accurate scholarship, and for the habit of reasoning observation, which will condition more or less all future scholarship and power.

When, therefore, in a rural school, the teacher may have from forty to fifty pupils, and sometimes more, and has also three or four high school pupils, sometimes working in as many different grades, there is danger that the four may receive too much of the attention due to the forty. Sometimes the teacher refuses to do the high school work, and the trustee who made a special effort to engage the teacher on account of the high school instruction he was expecting for one or more members of his family, is disappointed and becomes hostile to the school. On the other hand, were the teacher to give

high school instruction to the children of a few, and create the impression that the majority of the school was in consequence too much neglected, there would be trouble from another quarter. And rightly so, were the common school work neglected to any serious extent.

In some cases teachers utilize advanced students as assistants in doing the common school work, and spend but little time of regular school hours in giving advanced instruction, giving but brief momentary hints to aid them in overcoming difficulties, between change of classes, and perhaps giving them additional instruction after hours. Where both trustees and teachers are tactful and willing to do any amount of work to satisfy people not too extremely unreasonable, the school work may go smoothly on. But more often it is very unsatisfactory, especially to the teacher who has not the genius of inspiring pupils to work without such constant supervision as they have in fully graded schools.

But when a teacher has this rare genius, many of his pupils from a rural school will be better started for life than if they were trained in a graded school constantly under the directing eye of the teacher. For the successful rural pupil has been inspired to work by himself, while the town pupil may not be able to apply himself without the presence of his mentor. This is a compensation for the hard conditions under which rural education is generally conducted.

But all teachers are not geniuses, nor are rural trustees and rate-payers always wise and considerate; so that from both sides we may expect friction to arise and increase as the tendency discussed continues. We must then begin to think of legislation to restrain inexpedient developments. But what should be done? Shall we forbid entirely in rural schools the study of high school subjects and rouse the ire of the more ambitious rural families who cannot afford to send their children to a regular high school or county academy? Or shall we restrain it conditionally? But even conditional restraint is unpleasant to those who are restrained? And besides, when judiciously managed, some high school instruction can be given in rural schools without serious drawback to the majority, and with very great advantage as a rule to those who have always been the best friends of the school.

Before suggesting changes in the old law, it is first necessary to study the the difficulties from all points of view. If this should always be done, there would probably be little necessity for the introduction of a coercive law without which we have been able so far to get along.

HIGH SCHOOL STUDENTS, (Tables IX. p. 14, and XIX. p. 32).

From these statistics we find that only about 7.5 per cent of those attending the public schools profess to be doing high school work. Of these only about 5.7 per cent. profess to be doing full high school work, while about 1.8 per cent (1779 pupils) are taking selected subjects of the High School course. The grading of the non-academic

high schools must be assumed to be only approximate, especially in the rural mixed high and common schools. In the county academies the proper standard of admission is very much more carefully observed. With this explanation, the following general view can be understood :

COUNTIES.	Total High School Students. Full Course.	Academic Students. Full Course.	Non-Academic Students. Full Course.	Total H. S. Students. Partial Course.	Acad. Students. Partial Course.	Non-Acad. Students. Partial Course.
Annapolis	517	34	483	195	.....	195
Antigonish	210	145	65	53	4	49
Cape Breton	354	78	276	58	.....	58
Colchester	541	228	313	100	5	104
Cumberland	482	125	357	72	.....	72
Digby	235	106	129	76	1	75
Guysboro	169	42	127	35	.....	35
Halifax County	190	.....	190	77	.....	77
" City	446	348	98	.....	.....	.....
Hants	327	48	279	140	5	135
Inverness	204	28	176	125	2	123
Kings	507	121	386	426	5	421
Lunenburg	262	76	186	70	5	65
Pictou	670	196	474	112	4	108
Queens	99	35	64	37	.....	37
Richmond	112	.....	112	8	.....	8
Shelburne	206	32	174	51	... ..	51
Victoria	62	34	28	90	3	87
Yarmouth	202	85	117	45	■	42
Province	5795	1761	4034	1779	37	1742

From this it will be seen, that in the City of Halifax, neither in the Academy nor in the other high schools, were any high school students allowed to take selected subjects or a partial course. All were required to take the subjects imperative for a teachers' scholarship, and in addition, (in some of the schools) optional classical or modern language subjects were also required. In no county was so inflexible a local regulation in force, as can be seen above. It must have caused over pressure of study in the case of students in poor health, students not well founded in the more elementary portion of the course, students of less than normal ability, or students taking extra instruction in special subjects not in the academic course, such as music. In the report of the chairman of the Board as well as of the Supervisor, which are published in the Appendix, there is an admission of such complaints having been made. While complimenting the local authorities and the staff on the exceptionally high character of the students and of the instructors which made so

inelastic a rule at all possible, their attention was called to the impossibility of carrying it out without injury, and that injury to any pupil was a subversion of the object of the law. The new board has, without any prejudice to the superior work done in the Halifax high schools, changed the policy of the retiring board, by adopting the more elastic course followed in the rest of the province in accordance with the suggestion and specification of the regulations of the Council.

REGULATION 5, COUNTY ACADEMIES.

Two years ago a regulation was made differentiating between the "High School Pass" and the "Teacher's Pass," the latter being required to make a higher percentage mark on each subject. The law went into effect during the present year, with comparatively few difficult cases so impossible to obviate in introducing a new law. Every teacher's license granted on and after the first day of 1899, is virtually of a higher scholarship character than those granted before that date. As high school advantages become more common, and high school graduates become more numerous, it is in the interests of all concerned to select our teachers from the better scholars, everything else being equal. The scholarship standard of our teachers must continue to rise.

The differentiation having now been successfully inaugurated, with a system of supplementary examinations enabling a student having a "high school pass" to make "a teacher's pass" by examination on the necessary additional subjects, it can now be the more easily arranged, by regulation of the Council, to allow county academy students to be classed as full "regular" students for the purpose of being counted in the numbers prescribed for qualifying these institutions, by substituting the "optional" subjects, Latin, Greek, French or German, for some subjects "imperative" on teachers. Some teachers would prefer that the subjects admitting of substitution should be fixed for all schools. But it may be more satisfactory to leave the choice of such subjects to the parent under the advice of the teaching faculty.

The law directs (Acad. Reg. 13) that "the grading of any institution should, for economy and efficiency, be adjusted to its local conditions—i. e., to the number of the students and of the staff, etc," instead of to the exact annual prescriptions of the Provincial course of study. By Academic Regulation 5, it is clearly indicated that trustees and commissioners of academies have the power to admit students to such institutions free even for one subject, although the chairman of the Halifax Board, in his report, indicates that they did not choose to do so, possibly through "misunderstanding," although attention was called to the law in the *Journal of Education* and the public press interested.

Another point which gentlemen deeply interested in education failed to observe, is that attendance on the Provincial examinations by pupils attending the academies and other high schools, is not necessary for grading in the departments of our public schools under

the school law. And if it is so in any institution, it is a local arrangement for which the trustees or commissioners are responsible.

When we consider that trustees are representative of the locality it would be too anti-democratic to suggest that the freedom and power given to these boards in the adaptation of the school curriculum to local needs should be taken from them and given to the central education office for the province, which could not be expected to be in full touch with local wants. But this is just the hallucination which some people who did not take the trouble to obtain accurate elementary knowledge of the conditions they presumed to discuss assumed to be the law.

There is one other point which appears not to be understood. A county academy differs from other high schools mainly in its receiving a special grant, known as the academic grant, in return for educational work it is assumed to be doing freely for the county. Under the present law, which has been in existence since 1880, the academy having 15 high school pupils receives \$500; 40 pupils, \$1000; 80 pupils, \$1500; 120 pupils, \$1720 per annum. Let us assume that one of these institutions has an attendance of 30 genuinely qualified high school pupils. Then, if the teachers could induce some of their townspeople—say only ten—to take a class in Shakespeare, and in Latin poetry, and then return 40 high school students, they might win \$500 for the institution, and defraud the Provincial treasury to the same extent, were there no provision requiring only *full course* students to be counted for this purpose. As in all the smaller academies, in fact all except those receiving the maximum grant, there is a tendency to admit as many pupils (classed as high school pupils) as may draw the largest grant possible. Although the entrance examination questions are prepared by the Education Office, the candidates are examined by the teachers of each academy; and it is not likely they will allow \$500 to be lost by having a few candidates below the minimum if they can obtain candidates whom they can conscientiously pass. If in addition to the tendency to thus unjustly obtain the public funds, students taking only a few classes should be counted as those doing full work, it can be easily seen how the spirit of the law might be evaded. Hence, regulation 5, which requires only students doing full work to be counted for the purpose of drawing the academic grant.

But, as was pointed out by an acute writer, academies approaching one of the most critical points of number referred to, might have some students specially interested in the study of the ancient or foreign languages, the study of which in their particular cases might not be compatible with the effective study of the group of “imperative” subjects necessary for a “full” course, and yet they could not be counted as doing full or “regular” work to aid in drawing the additional \$500, although they might be doing as much work as those studying the “imperatives” without the linguistic optionals. This point appears to be well made. If the Council should, in the revision of the regulations, allow any *eight* “papers” of the course to be considered a full regular course, it would be not only fair to the

public, but easy of adoption now on account of the differentiation already referred to between the high school and the teacher's "pass."

Such a change, however, while it may take away one excuse for over-pressure from a money-seeking board controlling a county academy on the verge of losing a portion of its grant by being a little below one of the critical points referred to, will be of no financial advantage to all other county academies, or any high school or other school whatever in the Province. For in every school, high school and county academy, the county fund is distributed according to the attendance without excepting that of partial course students, as are also the Provincial grants.

It will be of no advantage to teachers, for it will not lessen the number of classes which they must be prepared to teach. It will to them be a disadvantage, for in nearly all schools exemptions caused by such a rule will throw unoccupied pupils into recitation classes, a nuisance most teachers strive to be rid of. It will also induce more expense in the additional supplementary examinations which may be required for those exempted who may change their minds at some time and become candidates for teachers' licenses, and in the office work necessary for the recording of partial examinations and the turning up of the records when licenses are applied for. But if the change will aid teachers and school boards to observe the spirit of the law in the case of students who are not able to take the average course, it may be advisable to make it, although there should be no occasion for it.

HIGH SCHOOL STUDIES.—(TABLES X, XIII, pp. 15-18).

These tables show the numbers of students in the different counties studying the various subjects. If we deduct from these figures the corresponding ones in the analysis of studies in the county academies (pages 29 to 32) we can obtain the statistics of the non-academic high schools in each county. Nothing striking is shown in these figures when compared with those of last year. There is on the whole a larger number of students. Latin, French and German declined slightly. Greek increased. This is but an annual oscillation, however. The arrangement by which foreign languages were made optional and counted as a premium at the Provincial examinations in making a "pass" on the imperative group, attracted the abler and more ambitious students to their study, while exempting those who had no taste for them and those who found the imperative sufficient to master. The result has been that during the last ten years the numbers of students in these subjects increased as follows,

	Years, 1889.	1899.	Increase.
Latin	972	1732	760
Greek	176	224	48
French	654	951	297
German	—	152	152

Some critics would abolish the ancient languages from the curricula

of state supported schools. Others would make them imperative on all high school students. Nothing can be more certain, however, than that both of these extreme schools of critics are wrong.

HISTORY OF THE HIGH SCHOOL COURSE OF STUDY.

When the Free School System came into existence in 1864, a syllabus for the examination of teachers was prescribed. There were five grades of licenses eventually developed, "E," "D," "C," "B," and "A." The lowest of these corresponded somewhat to a portion of our present grade eight work in the common schools. "D" was the origin of our present lowest grade of the high school course; and so on with the remaining grades. Classics and modern languages were not in the syllabus of any grade except that of "A," which was the license of a "County Academy Head Master."

FIRST COURSE—1864 TO 1884.

The prescribed syllabus for each of these grades of teachers' licenses became virtually the course of study for as many classes in the more advanced schools for a period of twenty years, 1864 to 1884. The teaching of Latin and Greek during this period became altogether a secondary consideration as compared with the older custom in the advanced schools, excepting, of course, in the larger high schools and the old Academies, where there were always students preparing for the universities, and where there were many others desiring a liberal education without the intention of becoming teachers. But even in these institutions, the success of candidates at the teachers' examinations were held forth as evidences of the thorough scholarship given in these institutions as tested by outside examiners. This is how the teachers' syllabi became the virtual course of study in the high schools. The idea thus became so ingrained into the mental associations of those who now form the adult generation, that we often hear the expression to-day when there is no teachers' examination: "He is a great teacher. There were never before so many from the school known to have passed the teachers' examination". These were the days when the schools were largely exploited as an industry for the support of young men and women endeavoring to make their way into some of the better paying occupations, and but few contemplated the creation of a teaching profession.

In 1880, at the request of Dr. Allison, then Superintendent of Education, the subject of a provincial course of study for common and high schools was brought before the Educational Association of Nova Scotia, which met in Truro. A draft was presented and discussed. It was then referred to a committee to revise and report at the Convention of 1881.

THE FIRST COMMON SCHOOL COURSE,

as passed at this Convention, was, with slight alterations, prescribed by the Council of Public Instruction the same year.

THE HIGH SCHOOL COURSE

proved more refractory of settlement, and was recommitted again and again to the Provincial Educational Association. Practical unanimity was at last reached, and

IN 1885

it was prescribed by the Council for high school work, and as the course on which the reorganized county academies would be examined by the Superintendent of Education in order to determine the class of academic grant to be paid those institutions.

THE DOUBLE HIGH SCHOOL COURSE—1885 TO 1892.

While the Provincial High School Course came into force at this date, and while it was the course on which the county academies had to qualify in order to draw their respective grants, the teachers' examination with its diverse syllabi was still going on and determining the actual course of study in advanced schools, high schools, and even in the academies. These latter were required to follow the high school course for the Superintendent's annual visitation; but had to adapt their courses at the same time to the candidates for the teachers' examination. These two courses were gradually assimilating; but so difficult is it to make rapid changes in such prescriptions that, up to 1892, there was considerable difference between them, not only in the subjects required for each, but when the subjects were the same they were in some cases placed in different years or grades.

IN 1892

the teachers' examination as such was abolished, and the record of the candidate on the high school course was accepted as the test of scholarship. This unified the course of the high schools and county academies; and is no doubt largely responsible for the extraordinary development of the high school system since. It prevented the dissipation of energy on the part of the teachers by lessening the necessary number of classes; and as a consequence allowed more time to be given each pupil. Again, pupils, who under the prior conditions would attend the teacher's examinations for the purpose merely of obtaining a provincial certificate of scholarship, could now go up on the scholarship subjects alone, for the teachers' professional subjects were separated. A candidate teacher, also, might now fail in one of these without affecting his pass in the others. And not least, the various colleges agreed to accept the examination results on the prescriptions of the course for what they were worth, thus relieving the institution preparing students for several colleges from the necessity of having as many different co-ordinate authors or texts. This examination system has thus eliminated many other special examinations.

TEN YEARS OF CERTIFICATE EXAMINATION IN SCOTLAND.

From the *London Journal of Education*, I quote the following paragraphs of a lengthy and able article on the subject from an

eminent Scotch educationist. The high school system of Scotland is so well known on account of its generally recognized merit in the olden times, that it must be interesting to find a somewhat similar system there. And, as can be seen from the quotations, there is a strong educational opinion now pressing the government to pass from the somewhat similar "single subject" certificates, which are referred to as being very suitable for the initiatory stage, to the "group" subject certificates, which is our system.

"Examinations from without have not been an unmixed blessing to secondary schools. On the contrary, they have sometimes proved a veritable Old Man of the Sea, difficult to endure, still more difficult to shake off. Even the University examinations, if kept too fixedly in view, may narrow the curriculum and kill those beginnings of culture which, under favourable conditions, may be looked for even in a school. But these examinations, though subject to abuse, may perform an important and useful function. If in some cases they narrow the course, in others they widen it. By showing the standard to which the better schools attain, they encourage the weaker and remoter to fall into line. They may help to lend point and definiteness to a school's work, and they may serve to indicate to the public when pupils have successfully completed their course of study.

"Whatever the objection to outside examinations, there can be no doubt that there is in the teaching world at present a strong feeling in favor of the adoption of a uniform leaving certificate, granted by the state or other recognized authority, the possession of which shall be to the public trustworthy evidence that the pupil has passed through his school course successfully."

"The Examinations were instituted in 1888, and were confined to secondary schools until 1892, when for the first time the secondary departments of state-aided schools were allowed to participate. The examination is held annually by the Scotch Education Department about the middle of June. They are conducted entirely in writing, and certificates are issued in three grades.

* * * * *

"The feature of the leaving Certificate Examination scheme, which has called forth most hostile criticism, is the awarding of certificates for separate subjects, instead of giving the certificate for such a group of subjects as might reasonably represent the completion of a course of study in a secondary school. There are, no doubt, some advantages about the separate certificates, especially at the beginning of a scheme which was to suit the circumstances of schools which were widely divergent in character. Such an arrangement made possible the encouragement of weak schools, which could always present and pass some pupils in some subjects; it gave encouragement to the pupils who, if they attained to pass mark, even in one subject, had something to show for it; it simplified the examination, as each subject stood by itself; it enabled a much higher standard to be exacted than would have been possible in a 'group' certificate; it gave perfect freedom to the schools to settle what they would teach; and it relieved the administration from the very difficult task of settling a group of subjects that would be acceptable to all schools.

"But the encouragement afforded by the separate subject method has now done its work; the schools have had time in these ten years to set their house in order, and the question arises as to whether the time has now come for instituting a "group" certificate for all schools. It is impossible to deny that the present arrangement is an anomaly."

THE NOVA SCOTIA PUBLIC SCHOOL COURSE

is prefaced by the following statement summarizing its principles and history :

" 1. The public school course of study may be considered under its sub-division of the common and high school courses. They furnish a basis for the classification of pupils by the teachers and for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the Province.

" 2. These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

" 3. The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must unnecessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and onesidedness, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adopted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work."

The public school course naturally divides itself into two sections, that of the first *eight* years called the *Common School Course*; and that of the following *three* years called the *High School Course*. There is a *fourth* year course for the larger High Schools which may desire to do more advanced work; but it is entirely optional.

Our term "Public Schools," includes both the "Common" and "High" school grades. In Ontario, as in many other countries, it includes only what we call the "Common" school grades,—the high schools in these countries, belonging to a different system, having different boards of trustees. When the School Board of Toronto assimilated its "Public School" course more closely to our "Common School" course, by the elimination of a few of our "High School" subjects, those who referred to the action as the elimination of those subjects from the high school system of the city were unintentionally, but still none the less thoroughly, in error.

POINTS OVERLOOKED IN OUR COMMON SCHOOL SYSTEM.

In the eight years' course of our common schools, there is no central examination board controlling the promotions from grade to grade. This work is done by the teachers under the authority of their school board. No particular mode of examination or of promotion is prescribed. When it is observed that a principal in his report to his trustees or commissioners criticizes the method in which such promotions or examinations have been hitherto done, it should be understood that he is preparing his staff and the public for changes which he expects to prove more satisfactory. It is not an impeachment of the general system; for there is no prescribed general system, and it is not known that competent authorities have ever contended that a uniform, unchangeable method should be prescribed for every school whether in town or country. On the contrary, it is found that changes from time to time in the methods of examination for promotion are often very beneficial: for it appears that when a method "gets into a rut," many learn how to skip the rut and circumvent its original directive or coercive purpose.

PROMOTION SYSTEMS.

The variety of methods is great, and each has its strong points and its weak points. Sometimes it is the principal, with or without a portion of his staff, who examines the departments to select those fit for promotion. This method has its variations. Sometimes all the pupils of the department are presented to the principal for examination. Sometimes the teacher selects those deemed fit from his own impressions. Sometimes the examination is mainly written, mainly oral, or entirely oral. Sometimes the estimates of the principal are averaged with the estimates of the teacher.

Again the party who is held responsible for the promotion may be the teacher of the department into which the pupil is expected to pass. He may adopt any of the varieties of methods which we have seen used by the principal. But the general criticism is likely to be, that the examinations are too severe. The teachers will naturally be desirous that only the thoroughly competent pupils should be promoted into their *own* departments. It will give them better chances of doing satisfactory work.

Sometimes the teachers are expected to test the preparedness of their own pupils for promotion. It may be done by monthly written or oral examinations, or annual examinations, or by forming a general impression of the ability of the pupils from their general class work. The criticism in this case is most often to the effect that promotion may be the result of favoritism, or the desire to get rid of a stupid or troublesome pupil. The teacher receiving pupils complains that some are so poorly prepared that they can not work with advantage in the higher grade, that it would be unfair to hold him responsible for the success of those entering so unprepared.

Combinations of these varieties are often used with good effect; and when the estimates of one authority are checked or balanced

by those of another, the public are generally ready to consider the examination results fair. But there are always some to whom the results are not satisfactory. And to make this critical phase still worse, it very often happens that children whose parents occupy high places in the social strata, and who have many social duties to perform and temptations to resist, are often not so successful as the children of the poor whose time at home is not so likely to be occupied. It is a great humiliation to the aristocratic family to be surpassed by the insignificant, but often proud children of menial station. This accounts for much of the acrid criticism of public schools. The bitterness of failure in a family of the knight of the quill, seen against the back ground of the success of a son of the hoe, is a hard thing to bear even when the necessity of the event can be understood. Hence, fierce unreasoned sayings, which are often nothing more than the spasms of an unhealthy vanity.

NUMBER OF SUBJECTS IN COMMON SCHOOL COURSE.

There are no more subjects in the course than have been spontaneously taught in the best schools of the world and of the province over half a century ago. There are no subjects in it which should be omitted, none which when taught as they should be, should oppress any normal pupil. But when two thirds of our teachers have never thought it worth their time to take a course in training for their profession, and when the majority of the other third have attended a Normal School for only a few months, some of whom were previously not well prepared, either by nature or the elementary school, it should not be wondered at, that some teaching should not be good, and some worse than absurd. The only cure for this is more of the proper kind of training for teachers, a process which is slowly but surely going on. It is a process which, for several reasons in this Province, is difficult of acceleration; but it is accelerating. All evidence conspires to indicate efficient Normal School training and selection of teachers to be the most important of our educational problems.

The Common School course of study has now been about nineteen years in force; and as will be plain to any one making the investigation, since the legislation of 1893 no new subjects were added to it, some were struck out, and many prescriptions were reduced in amount. Some who bore with applause the heavier prescriptions of the twelve years preceding, are not now able to bear in silence the lighter prescriptions of the seven years following. It is then argued that the administration of the seven light years is more severe than that of the twelve heavier years. But who is this administrator? When the official prescriptions are lighter, how does it come that some people feel the school work heavier? The Superintendent's functions cease with the prescriptions. The Inspectors' functions affect the school to the extent of the influence of one or two visits during the year. The administrators are the school boards and the teachers. But as the school board reasonably expects its teachers to be its experts in the law, art and science of education, the responsibility of the administration of the course of study is brought home to the teacher. And if

the teacher should say, "the pupil must do this because it is prescribed, even if it is not good for him", he not only convicts himself of misunderstanding the science of education, but of breaking the law which primarily exists for the good of the pupil. The general school system is responsible for such local indiscretion on the part of teachers only to the extent it is responsible for the licensing of teachers. But as the legislature of the Province is not yet ready to making training and evidence of skill in teaching a necessary condition of securing license, it is the people through their representatives who are responsible and not the Council. Scholarship and a certificate of character is all that is now necessary. And the instant the standard of scholarship is raised, there is a chorus of pain which the public does not always understand.

Taking the revised course as published in the Education Report for 1885, page xx, let us compare, for instance, the course for grade VIII then with that of 1899.

Reading, practically the same. *Spelling*, the same. *Composition and Grammar*, text-book taken out of hands of pupils. *Geography*, advanced and expensive text-book, thrown out, leaving pupil with the cheap introductory text used in the lower grades. *History*, large text book now used in grade D of the High School thrown out in favor of a cheap outline text. *Canadian history* enlarged, but more readable. *Writing and Drawing*, made more comprehensive. *Arithmetic*, modified, but not increased materially. *Algebra*, the same. *Geometry*, thrown out. *Bookkeeping*, practically the same. *Latin*, (optional), thrown out. *Lessons on Nature*, practically the same.

SPECIAL CAUSE OF OVER-PRESSURE ELSEWHERE, ABSENT.

In the elementary school system of England, which has some very good features not in ours, the principle of payment of school grants in accordance with the results of the school work for the year, has for many years been emphasized. Some of our critics think such a principle should be followed here, in order to spur up indifferent teachers and unprogressive schools. If the grants payable to our schools depended on the number passing each standard, and the number passing in special optional subjects at each annual visitation of the Inspector, then a different set of critics would charge the general system with the vice of producing over-pressure of study in order to draw public money for the support of the school. In England extra grants for specific subjects in addition to the obligatory subjects were offered as early as 1867. The system was continued under the Education Act of 1870 with modifications down until 1896. From Volume I of the Special Reports issued by the Education Department of England, page 39, the following summary statement is taken:

"Under the Code of 1871 the grants were 6s. per scholar in average attendance; 8s. or 10s. for each scholar above 4 and under 7 years of age who had made 250 attendances of 2 hours each; 4s. for each scholar over seven

years of age, who had made the same number of attendances, for each pass in reading, writing and arithmetic ; and 3s. for each scholar in Standards IV.—VI. for each of one or two passes in specific subjects. Attendances at drill were allowed to count as school attendances.

Under the Code of 1896 most of the grants are on the average attendance, and no scholar's grant is dependent on his having attended school at least 250 times. In infant schools and classes there is a fixed grant of 7s. or 9s. ; a variable grant of 2s., 4s., or 6s. ; a needlework, or needlework and drawing, grant of 1s. ; and a singing grant of 6d. or 1s. ; all paid on average attendance. In schools for older scholars there is a principal grant of 12s. 6d. or 14s. ; a grant for discipline and organization of 1s. or 1s. 6d. ; a needlework grant of (for girls) 1s. ; a singing grant of 6d. or 1s. ; and a grant for class subjects of 1s. or 2s. for the first subject, and of 1s. or 2s. for the second. These grants are all paid on the average attendance. In addition there is the grant for specific subjects of 2s. or 3s. for each scholar in Standards V.—VII. who is presented ; or a cookery grant of 4s., a laundry grant of 2s., and a dairy work grant of 4s. for each girl Standards IV.—VII., and a cottage gardening grant of 2s. or 4s. for each boy in the same standards, providing they are properly taught the subjects and prefer these grants to those for specific subjects."

This brief glimpse of the English system for 25 years will be interesting from other points of view than that of him who thinks there is over-pressure in our schools. The general system of our Province exercises no pressure at all on our elementary schools. Where teachers are enthusiastic it will be found that a few pupils who cannot keep up with the general work of the school for some of several possible reasons, may have reason to complain. But if the general system caused money to be paid to the school in proportion to the number of pupils passing in the obligatory subjects and in the optional or specific subjects, then some of the pessimistic English literature on over-pressure in the English elementary schools might be quoted with some appearance of applicability.

But a more influential critic, discussing the schools of the very same city, takes an entirely opposite view from that of the over-pressure critic. In one of our leading dailies he finds fault with the system because, among other things, "the hours of study are too curtailed and the holidays too extensive," and on account of "The almost entire absence of lessons being required to be learned at home. 'Come, get at your lessons now, and say them,' is an unknown sound in the land. It was heard in every house where there were school children 25 or 30 years ago." This criticism would indicate the necessity of some such pressure as the English system provides. But the critics do not agree,—and never will.

ARTICLES OF THE ENGLISH DAY SCHOOL CODE, 1896.

To complete the sketch of the English system in outline, for it is very suggestive, and we must remember that it is the form into which the course of study of the Act of 1870 has developed in the period of a quarter of a century, the following Articles of the Code for 1896 are given at this stage.

“Article 15. The subjects of instruction for which grants may be made are the following :—

(a) *Obligatory Subjects*.—Reading, writing, and arithmetic (called the “elementary subjects”), needle-work (for girls), drawing (for boys in schools for older scholars), object lessons [*our Nature lessons*] (for Standards I.—III. or in the lower group of schools taking schemes as given in Schedule S.), one class subject (for those scholars not taking object lessons).

(b) *Optional Subjects* :—

(i.) Taken by classes throughout the school :—Singing, recitation, drawing (for boys in infant schools and classes), and the following subjects called ‘class-subjects’, English, or Welsh (in Wales), or French (in the Channel Islands), geography, elementary science, history, suitable occupations (for Standards I.—III.) needle-work for girls (optional as a *class* subject), domestic economy (for girls).

(ii.) Taken by individual children in the upper classes of the school, and called “specific subjects” :—Algebra, Euclid, mensuration, mechanics, chemistry, physics, animal physiology, hygiene, botany, principles of agriculture, horticulture, navigation, Latin, French, Welsh (for scholars in schools in Wales), German, bookkeeping shorthand (according to some system recognized by the Education Department), domestic economy (for girls).

(iii.) Cookery, laundry work, and dairy work (for girls), and cottage gardening (for boys).

Article 16.—Any subject, other than those mentioned in Article 15*b* (ii) may, if sanctioned by the Department, be taken as a specific subject, provided that a graduated scheme for teaching it be submitted to, and approved by, the inspector.

Article 17.—Instruction may be given in other secular subjects approved by the Department, and in religious subjects, but no grant is made in respect of any such instruction.

Article 85*b*.—The Department must be satisfied that as part of the ordinary course of instruction (1) the girls are taught plain needlework and cutting out, (2) that older scholars throughout the school are taught at least one class subject (which in any school year beginning after the 31st of August, 1896, must not be needlework), and (3) the boys in a school for older scholars are satisfactorily taught drawing either with or without any manual instruction. The instruction in drawing will be required to satisfy the Science and Art Department.”

By Article 12*f* provision is made in addition to the subjects above mentioned for instruction in manual instruction, suitable physical exercises (*e. g.*, swimming, gymnastics, Swedish drill), military drill (for boys) and housewifery (for girls), also for visits to institutions of educational value, and to national and historical buildings.

This single glimpse at the educational course of an outside country should be enough to convince any one that it is not likely that our course of study is too extensive; that instead of curtailing the number of subjects it is likely that we may have to increase them, and that we may have to give some financial stimulus for the purpose of forcing the attention of fossil teachers and trustees into new useful lines of education, such as manual training in the mechanic and domestic arts, etc.

ELEMENTARY SCHOOL COURSES IN MASSACHUSETTS AND MAINE.

Looking at some of the United States of America nearest us, we find that Massachusetts is historically the pioneer educational State on the continent. The courses of study in operation in many of its best schools suggested more or less the courses in some of our best schools and, eventually, our Provincial course, which was organized before the State course for its elementary schools was organized. It must, therefore, be reassuring to those who were afraid that the practical and successful teachers of Nova Scotia could not be depended upon to outline a system that would bear a pretty searching scrutiny not only from contemporaries but from the historian, to find that the course of study for the elementary schools of this State are drawn out on exactly similar lines; and that where there is any difference it is not caused by the omission of any subjects in our common school course.

The course of study for the elementary schools of the State of Maine was formed and promulgated over a year ago; so that it can be examined as the latest State course, the heir of the advance by the numerous States of the Union as well as of the older countries of Europe. It is drawn up in grades of two years like that of the first course for Nova Scotia in 1880. Like the Nova Scotia course in the following year, it will soon be divided into annual grades. Like all other modern courses it follows the same lines as our system, and when it differs it is not in leaving anything in our course out.

TEACHERS IN CONVENTION.

While this report has been in preparation, two large Institutes of Teachers have been held, one at Oxford, attended by about two hundred of the ablest teachers of the counties of Cumberland and Colchester, and one at Canning, attended by about one hundred of the ablest teachers of the counties of Kings and Hants. And within a year of these was a similar large and influential meeting of the teachers of Annapolis, Digby and Yarmouth counties at Weymouth. Annually the leading teachers of these counties meet to discuss the practical educational problems which they have to solve; the course of study being the field on which their experience and skill are brought into view. At all these meetings it was a most encouraging sight to behold men and women not only understanding their own educational system, but showing an acquaintance with what is being done in other parts of the world. Not a single important change was advocated at any of these conventions in the common school course of study, except that the reading books, which have now been unchanged for twenty-three years, should give place to something more modern. But the Council is strongly averse to the changing of texts, even when better ones may be had, on account of the extra expense to which it puts some people who can ill-afford to buy new books. The few people who are injured by the purchase of new books on such rare occasions as they occur, are also probably incapable, as a rule, of understanding the immense loss to the country in continuing to use an inferior text when a better can be had. When the gain from a change is very

clear or becomes urgent, then the Council acts; and while sorry to offend the few who cannot understand, are glad to meet the approbation of the mass of the country, and all who are well informed. As shown in detail in my report of 1897, beginning at page xxxiv, the Council of Public Instruction cannot be successfully charged with the changing of texts too often, or with making a change which has not been for the better. The teachers at these conventions have always been able to understand the reason why the Council has to act conservatively in such matters, and are disposed to make the best of the conditions under which they work so long as the texts are not excessively behind the times. But even on such points all the critics cannot agree,—even the critics who have the means and the opportunity of knowing something of the subject.

SOME POINTS IN THE HIGH SCHOOL COURSE OF STUDY.

The following is a conspectus of the high school course of study leading up to our University matriculations. It is only a three year’s course, its 1st, 2nd, and 3rd year being known as grades IX., X., and XI. of the public schools, or grades D, C, and B from the titles of teachers’ licenses, the scholarship of which they at one time respectively represented. The 4th year, grade XII, or grade A, is an optional course which is being attempted in a few of the larger academies, and is partially covered in the 1st year work of our universities. But our largest County Academy (Halifax) very wisely confines its work, as do all the high schools except four Academies, to the three years’ course.

SUBJECTS.		EXAMINATION PAPERS.		
		IX.	X.	XI.
English.....	{	Language. Grammar.	Language. Grammar.	Literature. Grammar.
Mathematics.....	{	Arithmetic. Algebra. Geometry.	Arithmetic. Algebra. Geometry.	Practical Math. Algebra. Geometry.
Science and Manual Art.....	{	Drawing & B. K. Botany, etc.	Drawing & B. K. Chemistry, etc.	Physics. Physiology.
Geography & History.		Geog. & History.	Geog. & History.	History.
Optional.	Ancient Classics or	Latin.	Latin. Greek.	Latin. Latin. Greek. Greek.
	Mod. Languages	French.	French. German.	French. German.

As already noted, the Government allows students to go up free of cost to an examination on each year's course. This examination is necessary in order to select teachers. But as many students used to go up for the teacher's license in order to be able to show proof of some degree of scholarship, the professional papers of the old examination were separated into a group called the "Teachers' Minimum Professional Qualification" examination group, briefly spoken of as the M. P. Q. The scholarship subjects were formed into another called the "Provincial High School" examination group. The examination stations were necessary for the teachers. By the admission of others than candidates for the teaching profession, the cost is increased only by the additional papers examined and certificates made out and recorded.

The general system puts no pressure on candidates to present themselves at these examinations as in England and in other countries, where the grant to the school is dependent on the number of students taking imperative subjects, and on the number of extra or special subjects taken. There is no system on earth freer from central pressure. Students can take as many or as few subjects as they may choose, providing the trustees (on the advice of their teachers) think it will not have an injurious effect on the school. Each school section is autonomous in our system, governed by its elected representatives, the trustees. The central Provincial authority merely says, in order to obtain provincial funds your schools must be well housed and equipped, taught by qualified teachers, free to those qualified, and statistics must be returned.

The desire of the high school student to obtain a certificate which will give him rank in the world, which will admit him to any of our colleges or universities, or normal schools at home, and in many of these institutions abroad, without passing their examinations, is just as innocent and perhaps as virtuous as the desire of the university student to obtain his degree. The desire being so strong, the Council gave the opportunity; and never in the history of the Province did such popularity greet a measure in so practical and unmistakable a manner. For while 683 candidates went up to the Teachers' Professional Qualification examination this year, 3377 went up to the High School Scholarship examinations. If the prescriptions for each grade are too severe, the development of high school work indicated in this table is remarkable.

YEARS.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Students passed grade applied for.	175	598	760	684	1313	957	1229	1571
“ examined	1432	1506	1922	2399	2517	2917	3304	3377
“ taking full course	?	2601	3231	4085	4467	4807	5471	5795
Total in high school grades	3414	3549	4326	5259	6116	6556	7123	7574

Then there are two other points which people interested in only

the personal or local view may overlook. First, that were the prescriptions to be lowered it would give relief for only one year. Next year there would be even a greater number endeavoring to pass the lower limits with the same percentage of failures. And so the work would go on until grade X might be depressed to that of IX, only to find as many applicants striving to win the honor of passing X as were formerly trying to pass IX, and with the same percentage of unfortunates. Second, it is necessary for provincial standards to be kept as uniform as possible unless the educational policy seems to require a gradual raising of the standard, which may often be a desideratum. And such a standard should approximate as nearly as possible to those of other countries working on similar lines, in order to make the educational statistics comparable.

HIGH SCHOOL STATISTICS OF THE UNITED STATES.

In comparing our high school students with those of the United States of America, we are met at once by the question, are the secondary or high schools in the various states alike, and if so are they comparable with ours? Our common school work covers eight years on the average, then comes the high school. In some of the states the first four or five years are the elementary or primary grades; the next three or four the grammar school grades; then the high school grades. In many cases the high school grades commence after the 9th year in school. From some of the statistics of these American schools which I am about to quote, it will be evident that we have to look forward to the day when we must make further changes in our school statistics in order to obtain certain important information, and in order to articulate with international educational statistics more completely. In the United States we see conditions arising which from our contiguity must also be expected among ourselves.

In 1898, 16,687,643 pupils in all classes of school were enrolled in the United States. Of these 626,115 are classed as being in the secondary schools—that is about 3.75 per cent. About 6 per cent of the pupils of the public schools of Nova Scotia are returned as following a full high school course; but nearly one half of them are doing this work in rural or village schools where the great majority of the pupils are doing common school work. In the United States statistics, only students attending schools doing secondary work alone appear to be counted. Those studying high school subjects in the elementary schools are assumed to be only some 20,000 in addition to the number quoted above.

SEX IN THE U. S. A. SECONDARY SCHOOLS.

Of the 626,115 high school students 284,379 are male, 341,736 female. This indicates the same tendency shown in our academic statistics, only it is more marked in the Republic.

The students preparing for college in 1898 are classified as follows :

	<i>Total</i>	<i>Male.</i>	<i>Female.</i>
Classical course.....	27,935	13,575	14,360
Scientific courses.....	23,131	12,056	11,075
Total preparing for College.....	51,066	25,631	25,435

This means that the female students are moving more generally towards the literary studies and the males towards the scientific.

Students studying the following subjects :

	<i>Total.</i>	<i>Male.</i>	<i>Female.</i>
Latin	223,307	87,529	135,778
Greek	14,021	7,656	6,365
French	33,917	12,006	21,911
German	59,577	23,336	36,241
Algebra	252,358	106,676	145,682
Geometry.....	121,813	49,787	72,026
Trigonometry	10,200	4,966	5,234
Astronomy	17,170	6,351	10,819
Physics.....	93,038	39,493	53,545
Chemistry	37,329	16,450	20,879
Physical geography.....	112,133	47,074	65,059
Geology	19,646	7,725	11,921
Physiology	134,785	57,392	77,393
Psychology	12,325	4,355	7,970
Rhetoric	161,724	66,949	94,775
English literature	180,156	74,014	106,142
History (other than U. S. A.)....	169,478	69,636	99,842
Civics	102,242	43,997	58,245

—*Ed. Rep. U. S. A., 1897-8, Vol. II., p. 2046.*

This table speaks for itself.

WRITTEN EXAMINATIONS.

An article on the evils of examinations by Dr. Friedrich Paulsen, Professor of Philosophy in Berlin, the best known educational authority in Germany, is republished in English in the Report of the Commissioners of Education of the United States for 1897-8, beginning on page 237. The concluding paragraph is as follows:

“ 6. *Practical conclusions.* The exposition of the injurious accessary effects of examinations does not justify the demand for their abolition. Examinations are necessary evils. We cannot wish to venture to the system of individual pleasure and patronage; but it is well to realise that such concomitant effects exist and are unavoidable. For our first rule of conduct we shall therefore have to adopt the maxim, “Examinations must not be multiplied beyond necessity.”

Evils, but they are necessary! Only one each year. And the teacher who objects to an examination at the end of his course because it is an evil, believes in a daily examination of the students.

Although he is mystic enough to object to the precise valuation of each question and its correct addition as it is done in the primary school, he is mathematician enough to sum his daily impression for a year by a process which he cannot himself explain, and to arrive at a summary conviction that the student should pass or not pass. Both methods are examination methods. Each has its own good points and defective points.

The examinations are written, because this is the most convenient form, as well as the fairest. Oral examinations of a uniform standard would be impossible. The oral examination of a single examiner could not be uniform under any conceivably practicable arrangement. Besides, oral examinations would specially disturb the nervous, and would not be a measure of what the individual could do at the desk before the calm and unconscious face of the printed questions. And it is at the desk, and with the pen or pencil that most of the literary, mathematical and art work of the world is done. It is the more normal condition, and is therefore the better method for proper examination.

But there is one side on which it is defective. It does not measure the force of the personality or the presence of the candidate, the character of his speech and his manner, which are very important elements of the worth of the candidate. In science, it does not measure the power of original research, the common sense, in plain language, of the candidate. It may indicate this faculty in some departments of science, for the manner in which a man draws on his store of knowledge shows how he is able to use that knowledge. In the sciences involving observation and manipulation, in the mechanic and domestic arts, the written examination is especially defective. Too many of our schools are under the charge of teachers who can not yet be trusted to value such work of their pupils at a standard to be accepted as unprejudiced.

It is being considered whether all candidates for grade "A" should not be required to attend at one centre, so that in the scientific subjects they could be examined practically in the laboratory, in addition to the written examination.

Again, there is a suspicion that some of our untrained teachers are specially defective in teaching science. There are some who are bold enough to say that in some schools the sciences are memorized from the text books. In this department, our Normal School, Schools of Agriculture and Horticulture, have been doing noble work. The heuristic or research method is very effectively developed in their exercises. And at every teachers' institute, for several years back, practical objective lessons given by teachers, have been illustrating effective methods of science teaching. Our academies and high schools have now more or less equipment for practical work in the elementary experimental sciences taught; and many institutions are doing good work. It is now possible to find an academy better equipped for scientific work than some of our colleges. And, however much it may appear that these subjects are not properly taught, there has been a great

advance in the knowledge of the proper methods, as can be seen by visitors at the institutions already referred to, and at our best high schools during science teaching. To use a text book on science as one would a play of Shakespeare, is not an unheard of method. It is often said that in our course of study the texts are prescribed. But this is explained. The texts are merely named as indicating briefly the extent of work expected. But there is always the tendency to make a ritual; and science texts are undoubtedly used by some people as the embodiments of authoritative truths to be committed to memory, and to be believed on authority.

But the teacher's lectures are liable to the same treatment, with the advantage generally in favor of the book for brevity of statement, lucidity of expression, and general accuracy. Books, too, have inspired more of the science teaching in our Province than lectures. And books are also inspiring our teachers to find the best methods of teaching science.

But notwithstanding the defects of prescriptions and examinations, they are the only cheaply practicable means of directing educational efforts. Under the proper teacher no evil is done by them, while both teacher and pupil are stimulated as well as directed by them. Without them less good work would be done. We cannot abolish them, but we can improve the teacher. We have taken away all the financial inducements, which even in England at the present day would induce school boards to press students to work and to take extra subjects. What now specially remains to be done is to provide the proper kind of teacher.

TEXT BOOKS,—COMMON SCHOOLS.

Some one will always be found to complain about the cost of books or the changing of texts. But it has been clearly shown that this is not so much due to the cost or the change as to the nature of the individual concerned. The full course of text books required to complete the common school course of eight years, is little over fifty cents a year on the average, each book being bought new at the regular price. This does not include the writing and drawing books or paper. But within the last few years, the best copy books have been reduced successively from 8 to 7 then to 6 and eventually to five cents, as have also the drawing books. But the grumbler has never been known to give public thanks for such a change. An advanced geography text, costing \$1.25, was removed from out of the common school grades altogether, leaving the Introductory text alone as sufficient. For a forty-five cent advanced British History, a brief seventeen cent edition is prescribed. The text book in grammar is no longer required in the hands of the pupils in the common school grades, as is also Dalglish's text in English Composition. Instruction in these subjects are required to be given by the teacher orally in a practical manner. It is true, that the Health Readers, Nos. 1 & 2, were put on the list seven years ago; but that was done by Act of the Provincial Legislature, not by the Council which cannot claim the credit of originating the legislation. An obsolete arithmetic was

replaced in 1895 by a modern one of home production, the merits of which are recognized abroad, where it also is successful in replacing inferior texts.

On page xxxiii of my report of 1897, I asked for a comparison of the books prescribed for the common schools then with those reported on by a special commission of the Legislature sixteen years ago, for which see the Education Report of 1884, page xxviii. But there has been a cheapening of some of the books since 1897, as there has also been an improvement of the text on the history of Canada. The change of the old text was necessary, for it would be highly improper to cling to an antiquated text when there was a better to be had at a cheaper rate. Comparing the cost of our text books with those in the United States, it will be found very much less. This question is one very easy of investigation by any one who seeks for information. The *Journal of Education* and the reports cited above, give the titles of the books prescribed, their prices and the dates on which they were prescribed, while any stationer can obtain the prices of foreign school books for the purpose of comparison.

TEXT BOOKS,—HIGH SCHOOLS.

After passing through the common schools with little more expense for necessary books than an average of fifty cents a year, the student suddenly finds the expense of books to increase. Here, then, we must have the explanation of the general complaint. It must be remembered that the numbers rushing into high school work has practically doubled within the past decade. This means that from three to four thousand more than usual have ambitiously passed through the cheap common school stage to exploit the high school course. In England, in some of the States, and even in Ontario, they would be required, in addition to the cost of their own books, to pay tuition fees of a very considerable amount. But our high schools are free so far as the weighty charge of tuition is concerned; and the unthinking people whose educational way had hitherto been made cheaper than that of any people, and whose high school course is likewise the cheapest, complain of the cost of the books necessary. But the books recommended for the high school grades compare as favorably in respect to cheapness with those used elsewhere, as do those of the common schools.

It sometimes appears as if the prescription of different authors in language and literature from year to year, gives rise to this feeling in the mind of the head of a family whose members are beginning to rise above the normal plane of its stock, and who instead of seeing the advantage of having at least two or three good standard books in his library, although brought in as a high school texts, grumbles at having to pay for them. He does not see the necessity of changing the text from year to year. If his idea were followed the student in his second year would have to reread his English of the previous year. The fact of the matter is, that the amount of literature read is too little instead of too much. And the expense of a high school course in the future is likely to increase, perhaps by some fifteen or twenty-five cents worth of the best English literature, rather than diminish.

FREE SCHOOL BOOKS.

The law allows trustees, if the money is voted at the annual meeting, to purchase the school books prescribed for the use of the pupils and supply them free. There are a few school sections in the Province in which this has been done since the introduction of the free school system. The general objections preventing the more general adoption of this system are said to be mainly two: First, that there is a tendency for pupils to be less careful of books which they do not own; second, the objection on sanitary and sentimental grounds, to the use of books handled—"no one knows by whom." The free text book system would obviate the general complaint as to the cost of books; but it would exacerbate the complaints against the rate of school taxes.

SOME FAULTS ELSEWHERE.

But it would be incorrect to charge all complainers against the cost of text books as having no case. The books mentioned in the high school course of study are there to indicate the degree of work expected. It is announced that it is not the text but the subject which is to be studied. Yet teachers often require pupils to obtain the books and study the text slavishly when there is no occasion for it. When teachers have many grades to teach there is more excuse for such a blunder. But often there are teachers with more zeal than knowledge, who on the opening day of school, give lists of all the possible books which the course can possibly suggest to their pupils, with orders to obtain the books as promptly as possible. The pupils go home and repeat the orders, no one can say with what fidelity to the original instructions; and often parents are justifiably angry.

It is on account of such incidents, as well as on account of the tendency of untrained teachers to teach their pupils by hearing them repeat their memorizations, that the text book on English grammar is not required to be in the hands of the pupils in the common schools. It may also be necessary eventually to have geography and history taught from oral lessons by the teacher, to have the botany, the physics, and all the elementary science taught from the objects without a text in the pupils hands at all.

Some of our best teachers do their work now in this manner. But so long as trustees are content to take young teachers, without training and often without other more fundamental qualities, because they are cheap, we must have stress laid on book work in an unprofitable if not an injurious manner. And the Council cannot suddenly raise the standard of teachers without causing general distress. The work of improvement, if it is to be with a minimum of pain, must be a very gradual evolution. Hence the prime importance of doing everything to improve the institution for the training of our teachers, and the application of the ligature to the untrained classes.

MANUAL TRAINING SUBJECTS.

By reference to the exhaustive report of the Supervisor of the Halifax schools, it will be seen that the city of Halifax has made

very considerable progress in some of these newer subjects in the public schools.

A department of wood work is kept in full operation with boys drawn for two hour lessons once a week from the grades VII and VIII of the city ; while the School of Cookery is supplied in like manner by girls from the same grades.

The chemical and physical laboratory has at length been satisfactorily fitted up in the Academy.

In military drill there is very effective specialization in this institution, two very creditable uniformed and armed companies of rifle cadets having been kept in good form for several years.

THE MACDONALD SLOYD SCHOOL FUND.

It has been found difficult to arouse enthusiasm in the development of the manual and arts side of education. The time has come, however, when it may be stimulated by special aid from the Provincial treasury. The aid of the philanthropist who has founded the above named fund to start and operate Sloyd Manual Training Schools in the various provinces of Canada, comes very opportunely. The experiment will in a short time enable the Government to study the effect and possibilities of such institutions. In the meantime, however, a course in Manual training, covering drawing and woodwork, is given to our teachers in the Normal School.

It would be very interesting if our more progressive trustees would place a bench with a set of tools in a class room, even in the ordinary rural school. During the hour of noon recreation, some pupils, under the oversight of one selected by the teacher, might complete or carry on work started under the eye of the teacher. A small amount of instruction daily given in this direction might produce beneficial results. The blockhead in grammar might be the genius at the bench. In addition, such attention to the mechanic arts would tend to dignify labor in the eyes of rural pupils, and might start in some productive direction many a one who otherwise would become merely a cumberer of the learned professions. Repairs to the school building and its environment might also to a certain extent indemnify the section for the initial cost and running expenses of a school bench.

The educational benefits of manual training are very ably presented in a published address of Professor Jas. W. Robertson, Commissioner of Agriculture, at Ottawa, who is the directing genius of the Macdonald fund.

In the State of Massachusetts, every city of at least 20,000 of a population must maintain a manual training department as a part of its high school system. 23 cities come under this law and 14 have fully complied with it already. Boston has 27 manual training departments and 22 cooking schools in its public system. John Millar, Deputy Minister of Education for Ontario, who made a recent study of those

institutions. says, "that there is a growing feeling that elementary manual training should be provided for pupils before they enter high school." He quotes with approval the following from the Worcester School Report:

"Manual training should be introduced into the schools very much earlier than the high school period, for several reasons. First, the curriculum of the high schools, as at present arranged, so fully occupies the time of pupils that comparatively few, at least in the classical school, can get the benefit of this course. Moreover many pupils are compelled to leave school before they enter the high school, and therefore are entirely cut off from the manual training course. Secondly, the elements of manual training can be taught to children of eleven and twelve to better advantage than at a latter stage. Thirdly, there is a moral as well as an intellectual advantage that comes from the correlation of the hand with the brain that is very much greater in earlier years."

But rapid as the development of this side of Education has been in Massachusetts, Mr. Seaver, Superintendent of the Boston schools, says:

"But in point of breadth and variety it is well to remember that all the industrial education offered in the most enterprising American cities is but a small fractional part of what is now offered in many cities of Germany, France and England. There has been an immense advance in these countries during the last ten years in public provision for industrial education. It has, indeed been said, apparently on good authority, that if the United States were as well supplied with industrial schools as are some parts of Germany, and attendance on them were as great, there would be in the United States more young people of high school age under industrial instruction than now there are under academic instruction. Boston, for example, would have more than four thousand instead of the eight or nine hundred now found in the Mechanic Arts High School and in the Free Evening Industrial Drawing Schools."

TECHNICAL EDUCATION.

Mr. Millar makes the following statement with respect to the view taken of the subject by mechanics in the United States:

"The question may be raised, How would the introduction of technical Education be viewed by mechanics? There is an erroneous impression held by some persons that manual training schools are schools for teaching trades, and these are not in the interest of skilled mechanics. In the United States the laboring classes and the mechanics are, I was told, the most ardent friends of technical education. It is a mistake to infer that the masses need only a good elementary education.

It is not to be wondered that municipalities are slow to move, and that apathy is found regarding technical education, so long as the value of intelligence in mechanical operations is not fully recognized."

With respect to what should be done in the Province of Ontario, he says:

DIFFICULTIES REGARDING HIGH SCHOOLS.

"Training in the mechanic arts calls for preliminary training in the branches of the Public School course. It is only for pupils who have passed the High School entrance examination that real technical education should

be provided. Any attempt to provide technical education for pupils who have not secured the fundamentals of an ordinary education must necessarily fail. With our High Schools, which compare well in efficiency with the best High Schools in the United States, there should be no difficulty, under favorable circumstances, to undertake those subjects of a technical character that educationists in the United States, England, France and Germany regard as most important in the development of national industries. There are, however, some serious obstacles in the way of having sufficient attention given to technical education in many of the High Schools and Collegiate Institutes of Ontario."

These difficulties he classifies into three. "(1). The multiplicity of School Boards." In Ontario the high schools are under separate boards of trustees, altogether independent of the Board in the same localities governing the Public Schools which correspond to our Common Schools. In Nova Scotia this difficulty does not exist. There is but one board here directing all grades of the public schools in the section.

"(2). The influence of University Courses." We are subject to this difficulty much in common with the people of Ontario.

"(3) The imposition of fees." We are entirely free from this difficulty, for our high schools are as free as our common schools.

Mr. Millar concludes his valuable report, which is dated in August last, as follows:

"Should technical education be carried on in our high schools and collegiate institutes, or should separate institutions be established for the purpose? My impressions have been favorable to the former. I know no reason why there should be any duplication of classes. So far as I have conversed with Ontario High School masters, they are decidedly in sympathy with technical education, and much may be accomplished if they are relieved in the way I have indicated from the pressure of University Matriculation examinations. I must acknowledge, however, that the experience of the United States, and the opinions of those on the other side best informed, to whom I have spoken on the matter, are against my view. I was told repeatedly that where technical education is simply attached to the existing course of study, there is danger that it may be slighted, and made a mere makeshift to satisfy popular demands. The best manual training high schools or technical schools are undoubtedly distinct institutions, though under the same school board. The principal, in each case, is a good administrator, a university scholar, and teacher of years of experience. Those in charge of the technical departments are fully trained for their work, but they are experienced teachers as well. Judging by what I observed in the technical schools on the other side, the employment of persons acquainted with mechanical operations but not teachers would make a weak staff.

"Under the circumstances, if the municipalities are ready to incur the cost, I think in a large city like Toronto, and perhaps in cities like Kingston, Hamilton, London, and Ottawa, a separate building would be preferable, with equipments, resembling those of the institutions mentioned in Boston, Cambridge, or Brooklyn, N. Y. It is not necessary to refer to the Drexel Institute, Philadelphia, or Pratt Institute, Brooklyn, as they are privately endowed institutions, and their purposes are of a different character. Unless much money can be counted upon, it would be folly to attempt anything so pretentious as either of these institutions would suggest. If a technical

school is established in one of our cities all pupils should be required to pass the high school entrance examination before admission. No fees should be charged resident pupils, and if the Province is to give assistance, it should be with the understanding that high fees should not shut out non-resident pupils.

“In other places a separate institution for technical education could scarcely be maintained. Indeed, a good technical school should give students ready access to the industries of a large manufacturing city. A room in each of our large high schools and collegiate institutes might, however, be provided for manual training in woodwork, but I am not sanguine of immediate results. I see no reason why one of the regular teachers, who has a good knowledge of drawing, and who is not adverse to using the tools of a mechanic, could not in a few weeks acquaint himself with all that is necessary to begin work of this kind. A large amount of machinery is of course necessary for a technical high school, but for manual training in mere woodwork, the cost of appliances would be trifling.”

It may be convenient to speak of drawing and woodwork courses laid out more particularly for grades VI, VII and VIII of the common schools, although also suitable for high school pupils who have not taken the course, as Elementary Manual Training. A more advanced course following in wood and metal with high school affiliations may be spoken of as Advanced Manual Training, or General Technical Training, in contradistinction to that special technical training which should come still later to prepare the student for some particular art requiring a high degree of skill and special knowledge. We should start with the first as soon as possible. The second grade of schools would then have a chance of developing. Still later, the high grade technical college would be in demand.

If it should be determined to specially aid

ELEMENTARY MANUAL TRAINING SCHOOLS,

we may expect the following conditions to be required. The room should have about sixteen benches to enable as many pupils to work simultaneously. The teacher at present would have to be granted a special certificate of fitness by the Council of Public Instruction, should grants be determined to be paid such schools. If the pupils be drawn from the regular school only once each week for a two hour lesson in the workshop, it would not seriously interfere with their regular studies. Two sets of sixteen pupils could thus be accommodated in one day, or 160 each week. For regular pupils we might count on the boys of grades VI, VII and VIII, although at first high school pupils would also be likely to claim the elementary course. The pupils of these grades throughout the province are about 25 per cent of the total enrolment. 160 boys would imply an enrolment of 320 boys and girls in these grades, and of 1280 pupils of all grades in the section to give a full regular supply to such a school.

From such considerations we may infer, that outside of Halifax city, “it would require two, three or more towns to occupy the time of a teacher who could manage a class of 16. Neighboring towns might obtain each a room, and expend from \$100 to \$150 on its equipment with benches and tools; or in the case of a domestic arts school,

a less amount for at least four tables, an ordinary heating and say two or four oil stoves. The teacher might then teach two days in the week in one town, and three days in the other. It could hardly be expected that a section with less than 1000 pupils enrolled could, for any very great length of time, support a full attendance of 160 pupils during the week. And one two-hour lesson a week would be sufficient for each pupil. These estimates are specified, merely to give concrete form to the problem, which, perhaps, nothing short of experience can correctly solve.

Apart from this scheme, which might require some stimulus in the shape of a specific grant, there is the simpler one of "the bench in a class-room of the school", which is suggested to teachers and trustees.

If it should be found practicable to inaugurate the larger scheme, a full course of manual training, preparatory for a specialists' license, could be arranged for in the Provincial Normal School, where short courses have been given to teachers in training since 1893. At first it might be necessary to license special teachers with good records, from foreign technical institutions in either the mechanic or domestic arts, as the occasions should arise.

SPECIAL LICENSES.

The only special license known at present is that of the graduate of the School of Agriculture at Truro. When giving an agricultural course approved of by the Principal of the School, the teacher is entitled to draw at the rate of one hundred dollars more than a first-class teacher from the Provincial grant.

It is under consideration whether it is not necessary, in order to stimulate attention to some important subjects, to grant special licenses for the time being to those who may be able to demonstrate their fitness for teaching special subjects, on the request of the trustees of a public school desirous of engaging their services.

The subjects would be such as Manual Training, Cookery and other domestic arts, Vocal Music, Shorthand, (only the one system—the one most universally used—Isaac Pitman's Phonography). Such special licenses would entitle the special teacher to some Provincial grant, should the Council, when revising the regulations, approve of the principle.

AGRICULTURAL EDUCATION.

The policy of the Government of Nova Scotia in affiliating an agricultural course with the Provincial Normal School was foreshadowed, as I pointed out in my report of 1897, nearly half a century ago by the late Sir William Dawson and his successor Dr. Forrester, as Superintendent of Education, the first principal of the Normal School. After the establishment of the free school system it was for a time forgotten. Under my predecessor, Dr. Allison, the policy took concrete form. Then and for several years after, there were those

who could not see the advantage of associating a scientific agricultural course with the teachers' training course. I have said so much on this subject in each of my reports for the last three or four years, that I shall now do little more than quote evidence to show that, in most progressive countries, even in those which started by the establishment of agricultural colleges, attention is now being turned to our identical method—Agriculture in the teachers' training schools. Nothing can be clearer than that the policy of adding a well equipped science building with special facilities for the practical study of the sciences underlying agriculture to the Provincial Normal School, is the policy on which all the highest authorities are agreed.

IN ENGLAND.

The executive committee of the Agricultural Education Committee of England has made the following among other recommendations, according to *NATURE*, 14th December, 1899:—

That in view of the importance of concentrating the control of agricultural and rural education in the hands of one Government department, it is expedient that all the educational work of the Board of Agriculture should be transferred to the Board of Education.

That with regard to training, the committee think that provision should at once be made at certain of the teachers' training colleges for giving those students who desire it practical as well as theoretical instruction in subjects bearing on agriculture and horticulture; and that a special rural teachers' certificate should be awarded to those teachers who have gone through a full course of instruction, practical and scientific, in agricultural subjects.

An educational writer in the *London Journal of Education*, in an article on the programme of this committee, says:—

"Now, in the first place, it will be noted that there is no proposal to teach each "agriculture." The practical men composing the committee know that agriculture is a commercial art, not to be learned except on the land, and knowledge of it is acquired as a result of long experience, keen business instincts, and shrewd common sense; but every branch of it, and every degree, has certain scientific principles underlying, and every grade of agriculturist is brought into constant contact with certain natural phenomena. Hence, the country boy (including the country girl, of course), wants instruction in agricultural subjects.

Now our objector comes in here, and either accuses us of desiring to give a "smattering of science," or else of wishing to teach infants or semi-infants "hedging, ditching, and thatching."

Sir J. Lubbock has answered the first objection in advance when he pointed out that "laying a foundation" is the proper term to use. Dealing with "facts and figures," formulæ and symbols, in the bad old way would be worse than useless; but to give children an "idea of the methods by which science is taught" can only be called "smattering" by persons unacquainted with such methods. The other argument is too silly a travesty to need refuting; children in the elementary stage cannot be taught manual employments; it is when they have passed into the "continuation or semi-adult stage that this part of the agricultural programme will begin to affect them.

What, I take it, the proposal as regards the rural elementary schools means

is, that English grammar, dates of history, endless genealogies, and such like matters should be abolished in the school—at any rate, after Standard II (age about eight)—and that instead there should be given a series of object lessons with a bias towards chemistry or towards biology or zoology, all illustrated by objects familiar to rural life. Mensuration partly carried out in the fields should take the place of interest, discount, and the higher parts of arithmetic generally. Drawing should be everywhere linked with manual work of a simple character, and, in short, hand-and-eye training substituted for book-learning wherever possible. For girls, cookery, nursing, and needle work should be given great prominence.”

This is rather radical for a conservative educational paper in a conservative country. But we have been finding in Nova Scotia that with the proper teacher, the elements of English and history can be taught without cramming by effective oral lessons, and that the objective “nature” lessons can be utilized in teaching both language and drawing incidentally. It is not at all necessary that the practical training in elementary science, as outlined by the writer, should displace the really valuable portion of literary instruction. The non-essentials might well be left for the reading of the pupil in maturer years, when desired. Just one paragraph more from the article, to show how the ideas of all are gravitating in the same direction :

“ Every child above the age of ten or eleven should have his school garden plot, where he would start working in March, and would continue to cultivate in the summer evenings, with the aid of occasional lectures and demonstration from the instructor. To each school should be attached its small fruit garden, which would receive frequent visits throughout the year. As a writer in the *Journal of Horticulture* puts it, they would be only following the Swiss example ; for with that nation he says :—

‘ The peasants acquire a love for arboriculture while yet at school. A plot of ground planted with an assortment of fruit trees being generally placed at the disposal of the schoolmaster and his pupils, he will give them lessons on grafting and budding, explain to them the merits of the different varieties, and thus implant knowledge in their young minds which generally bears fruit in after life. On one occasion I saw half-a-dozen youngsters clambering up a wild cherry tree that had previously been lopped, and, under the direction of the long-coated spectacled wielder of the rod, they commenced grafting the tree with new varieties that had been received. If some such system were adopted in the schools of our English agricultural districts, it would diffuse practical knowledge among our rising generation, the importance and results of which could with difficulty be estimated.’ ”

AGRICULTURE IN THE SCHOOLS OF FRANCE.

In the year 1879 the National Legislature of France adopted a system requiring agricultural instruction to be given in the Normal schools and in other public schools. By the law of March 28, 1882, elementary agricultural instruction in the public schools was made to comprehend the elements of the sciences and their application to agriculture, and by the decree of 1887 it was made to comprehend the first ideas about science, principally in its applications to agriculture.

COURSE OF AGRICULTURE FOR MEN IN FRENCH NORMAL SCHOOLS.

(From Rep. Com. Education, U. S. A., 1897-8, page 1618).

Second year of normal-school course devoted to agriculture, zootechnic, and rural economy (two hours a week): (1) Vegetable growing—study of the soil and the means of modifying its chemical composition and physical properties (manure and fertilization, irrigation, drainage, cultivation; special crops, such as cereals, legumins, etc.), and rotation of crops; (2) zootechnic—feeding places of horses, cows, sheep, and swine; and (3) rural economy—property in land, methods of exploitation and capital required, bookkeeping.

The third year of normal-school course, devoted to horticulture (fruit-tree and vegetable growing) (one hour a week): General ideas of culture planting, preparing the soil, the "plantation"; special kinds of culture of fruit trees, grape, peach, cherry, plum, pear, apple, roses, etc.; grafting; and the vegetable garden. The professor must accentuate the methods and productions of the different localities. (Subsequently this programme was changed so as to make the course consist of two lessons a week during winter to the second year students in one class).

There are 100 Normal schools in France. In his special instructions the minister of Education of France observes that it is not to be understood that the normal schools are to be turned into "agronomic institutions" because agricultural instruction is given an "honorable place" in their course of study. "What is necessary," said that functionary, "is that the graduates when they become teachers shall carry to the elementary schools an exact knowledge of the soil, the means of improving it, the methods of cultivation, the management of a farm, of a garden, etc. It is sufficient if they can teach in the elementary school the elements of agriculture, give wise counsel in the neighborhood, and, if necessary, combat effectively routine and prejudice. To accomplish this it will suffice if the instruction given by the teacher is sober and clear; if the ideas of the students are rectified by visits to the best farms, by some laboratory work, and by the frequent tests in the garden or demonstration field of the school. The object of the course is not to teach the *business* of farming, but to study the phenomena of life and the conditions of development, to inspire a love for the country, and to develop the natural tendencies of children to become interested in flowers, birds, etc." (Decree of 1880).

In the report published by the minister of public instruction in 1890, it is stated that "The teachers carry away to the elementary school the methods and tendencies of their normal school. If agriculture does not occupy a place of honor in that school, if the general instruction does not testify for agriculture a sympathetic feeling, it is absolutely necessary to renounce all hope of making our teachers the apostles of progress in agriculture, and it would be wise to remove from our programmes for the rural elementary schools a branch of instruction which is taught without knowledge, without conviction, and without benefit. So far at least, agricultural instruction in the French elementary schools has given fair results."

INSTRUCTION IN AGRICULTURE IN PRUSSIA.

The royal department of agriculture of Prussia in 1897 submitted to the Prussian legislature a course of study in agriculture for rural schools which had been in successful operation as the course in agriculture for the model schools of the circle of Rybnik in Prussia. In the organ of the German Teachers' Association, the question is asked, "What can the agricultural minister of each State of the German Empire do to build up the agricultural continuation schools?" The question is answered thus: "He should improve the course with strict regard to the requirements of the agricultural calling; should provide a course for the instruction of teachers of rural schools; should supply travelling technical teachers, compile reading books, provide apparatus, and distribute prizes."

SCHOOL GARDENS IN RUSSIA.

There were 2000 school gardens in Russia in 1892. In 1897 there were 7,521 school gardens, 532 school apiaries, and 372 silkworm hatchingeries. Mescherski, who is the chief of one of the departments of agriculture in Russia, states the objects and the significance of these institutions briefly as follows:

"School gardens which are being organized at present in public schools under many governments of European Russia, are of importance on the following grounds: (1) Hygienic, as being a place for physical labor in the open air, so necessary for the teacher and pupils who have been kept confined in the bad and heated air of public schools; (2) scientific educational, as acquainting children with the life of useful plants, developing their minds by the study of nature, and promoting in the rising generation a regard for labor, and a more moral and æsthetic sentiment concerning trees; (3) general economical, a spreading among the people new knowledge relating to gardening, kitchen gardening, and to the farming industry in general, and thereby leading to the production of such food articles as the people of some localities do not now possess; and (4) personal economical, as regards public teachers, who may avail themselves gratis of the products they have grown, such as fruit, vegetables, etc., and besides get some income from the sale of the superfluity of these products, and from the cultivation of plants and seeds. The same refers also to school apiaries, silkworm hatchingeries, trial fields, and to school farms in general."

W. A. Alexandrov, in a pamphlet on the organization of courses for school gardens in 1896, says:

"School gardens are very desirable institutions at public schools on pedagogical grounds, for emphasizing their scientific and educational features in a direction necessary for farmers' children. In school gardens consisting of nursery, orchard, kitchen garden, apiary, silkworm hatchery (in southern Russia), and an experimental plough field, and also on excursions made for the purpose of studying natural history and agriculture, the school teachers could in a short time design a short and practical course in natural history as an introduction to agricultural education. The teacher, leading the pupils to the desired end through investigations and experiments at the school garden

and during excursions, is in a position to promote the conscious acquirement of knowledge, and consequently the development of the mind for an independent activity, and to give to the pupil a more serious view of his relations to natural objects and phenomena, and to his own observations. For all children, and for peasants' children especially, it is necessary, first of all, to learn to observe, then to note what they observe, to classify their observations, in order to understand why and wherefore this or that happens, to deduce from these observations and experiments natural laws and fundamental principles, and thus to learn to examine deeper the surrounding objects. Besides, school gardens are very desirable for peasants' children from an educational point of view. In working together with the teacher, or separately at their sections in nurseries or kitchen gardens, at the trees and orchards, or at the bee-hives in apiaries, they get into the habit of working consciously and practising economy in exploiting the gifts of nature."

For the opinions of teachers and practical men in our own province, with reference to what we have already begun to do in some of our schools, attention is directed to some of the papers read at the Annual Meeting of the Nova Scotia Farmers' Association held in New Glasgow, on the 24th January, 1900, full reports of which are to be found in *The Co-operative Farmer and Maritime Dairyman*, of 6th February, 1900. A few of our schools have already made creditable attempts at school gardening; and over 800 have made extensive observations which have been put on record.

In my report of last year I referred very fully to American work, specially the grand work of the Agricultural College of the University of the state of New York (Cornell) for the teachers of that state.

THE SCHOOL OF AGRICULTURE.

The report of the Principal of this school is given on page 58. Notwithstanding the unsatisfactory, forbidding temporary quarters of the school since the destruction of the original building by fire, much work has been done. In addition to the ordinary work in affiliation with the Normal School, a course was given during the midsummer vacation for the benefit of teachers employed during the rest of the year. The class was as large as could be accommodated, and reflects very creditably on Principal Smith of the School of Agriculture, and Professor Macdonald of the Normal School, who acted as instructors without any remuneration, as well as on the teachers who gave up their period of recreation in order to increase their power in the teaching of science in their schools.

SCHOOL OF HORTICULTURE.

On page 145 will be found the report of the director of this school. Although it is not affiliated with the Normal School so as to be utilized in the training of our teachers, its course is so valuable as to attract teachers to its classes. Mr. Sears has also done much work lecturing in various parts of the Province in cooperation with the Secretary of Agriculture and the President of the Farmers' Association.

THE PROVINCIAL NORMAL SCHOOL.

The annual report of this institution will be found on page 47. The capacity of the building was crowded to an inconvenient limit during the year. The work appears to have been an improvement on that of all preceding years. When the standard of scholarship for the lower classes can be raised, and the time of training lengthened, the results will be more satisfactory. It is encouraging to observe that the faculty does not pass all candidates who spend the minimum time prescribed. When there is certainty of the weakness of a candidate who may nevertheless be promising, a low diploma is granted, which can be raised without further attendance at the school, on the proof of his success as a teacher for one year. The "plucking" process is not an agreeable one to the parties concerned; and knowing that the school is a public institution, and that all candidates are not endowed equally with common sense, it is creditable to all concerned that the complaining once so common is not now so obtrusive.

NEW BUILDINGS.

The most important of the new school buildings completed during the year is the Yarmouth County Academy, a representation of which forms the frontispiece of this report.

TEACHERS' MINIMUM PROFESSIONAL QUALIFICATION.

Attendance at the Provincial Normal School is not yet necessary in order to obtain a teacher's license. But there are standards of professional knowledge set which qualify for classes respectively one grade lower, all else being equal, than do the Normal School diplomas of corresponding ranks. At present this M. P. Q. examination is on three papers covering the subjects of school law and management, teaching, temperance and hygiene. Over thirty-three, fifty, and sixty-six per cent of marks are required to be made, respectively, for third, second or first rank. It is probable that the standard of this examination may be raised. It is maintained that there should be a fourth paper on vocal music, among other additions. Music is one of the most important subjects in all the older countries, and is necessary in the systems of some of the younger British colonies. In this respect Nova Scotia is very far behind; and the plan of inducing attention to the subject by recommendation has failed to move candidates sufficiently, many of whom appear to seek only for the easiest possible admission to the privilege of earning a salary by teaching. The results of the examination in July last are as follows:

STATIONS.	Total Candi- dates.	First Rank.	Second Rank.	Third Rank.	Failed.
Amherst	13	.....	9	4	.....
Annapolis	5	.....	4	1	.....
Antigonish	22	.....	7	11	4
Arichat	12	.....	.....	3	9
Baddeck	25	.....	9	15	1
Barrington	13	.....	9	4	.....
Berwick	4	.....	3	1	.....
Bridgetown	9	.....	4	5	.....
Bridgewater	12	.....	2	10	.....
Canso	1	.....	.....	1	.....
Cheticamp	15	.....	5	9	1
Church Point.....	7	.....	.....	5	2
Digby	12	.....	4	7	1
Guysboro	9	.....	5	4	.....
Halifax	45	5	29	8	3
Kentville	23	2	16	5	.....
Liverpool	17	.....	3	12	2
Lockeport	6	.....	3	2	1
Lunenburg.....	27	1	16	10	.....
Maitland	14	2	9	3	.....
Margaree Forks.....	16	.....	.....	9	7
Middleton	6	.....	4	2	.....
New Glasgow	35	3	17	15	.....
North Sydney	17	2	7	8	.....
Oxford	20	.....	8	12	.....
Parrsboro	16	.....	15	.....	1
Pictou	54	9	21	21	3
Port Hawkesbury.....	7	.....	2	4	1
Port Hood	39	1	3	25	10
River John.....	15	2	8	5	.....
Sheet Harbor.....	9	.....	4	4	1
Shelburne	13	.....	8	5	.....
Sherbrooke	8	.....	5	3	.....
Springhill	6	2	4	.....	.....
Stellarton	6	.....	5	1	.....
St. Peters.....	18	.....	.....	15	3
Sydney	17	.....	3	9	5
Tatamagouche	25	2	15	8	.....
Truro	36	4	18	13	1
Windsor	14	1	7	6	.....
Wolfville	3	.....	.....	2	1
Yarmouth	12	.....	7	5	.....
	683	36	298	292	57

COUNTY ACADEMIES.

Table XIX (pages 24 to 35) gives a detailed view of these high schools which, on account of their location in the county towns and

the obligation of admitting all qualified students from their respective counties free, receive a special grant, called the academic grant, the four different classes of which were incidentally referred to on page xxviii. The total of this grant to the eighteen county academies was \$17,023 for the year. The estimate for next year is greater. When the total of the teachers' Provincial grant was made a fixed sum not exceeding \$167,500 in 1887, the academic grant was also fixed. In 1893, the teachers' Provincial grant was raised to \$182,500; and the limit of the academic grant, \$14,500, which was reached before that year, was removed. The amount has since been gradually increasing.

In case it should be deemed desirable to again impose a limit on the total amount of the academic grant, the occasion might be adopted for the simplification of the law. Academic teachers under such conditions would be paid like all other high school teachers doing high school work. This change would draw upon the teachers' Provincial grant approximately to the amount of \$7,500. To balance, it is suggested that this amount should be deducted from the estimated academic grant of \$17,500, to be added to the teachers' Provincial grant. This would fix \$190,000 as the teachers' Provincial grant and \$10,000 as the academic grant. It would leave the both grants practically what they are now for each teacher and each academy. Trustees of the county academies could arrange with the academic as with their other teachers, and pay them fixed salaries, inclusive or exclusive of grants, as at present. No good reason was ever given for cutting off the teachers' grant from the high school teachers in the county academies. The amount thrown into the academic grants probably made them look large enough to prevent a successful demand for more money. The amounts of \$300 and \$150 respectively would then, under the proposed conditions, represent approximately the \$500 and \$220 amounts now named in the academic act.

Some representatives of the high schools have been arguing, that as many of the county academies are not doing as much high school work as many high schools, special grants should be given to all high schools, or else taken away from all of the academies. It must be remembered, however, that most of the county academies went to heavy expense in building and providing apparatus on the faith of the permanence of the academic grants. Some of the high schools saw from them that good buildings and apparatus were paying things even without special grants. The law was also modified in 1893 so as to give these high school teachers higher Provincial grants.

In connection with such a simplification of the high school law, there may be introduced, possibly, a \$150 grant for class A teacher's in a "Superior Common" school. This would be an addition of \$30 to what the "A" teacher would now draw. It would have the advantage of lessening the inducement to show *ten* high school scholars at the expense of the common school work, to obtain the extra \$100 now not always judiciously qualified for. It would tend to encourage the better common schools to excel in the prescribed

equipment, and would possibly aid in raising the standard of scholarship of teachers.

DEGREE CONFERRING COLLEGES.

Tables XXI, page 37, gives a general view of the statistics of these institutions. Owing to accidental duplication of the undergraduates under the head of "general students in arts" last year in one of the college reports, which was not detected by the compiler until the form was printed, there appears to be a large diminution in general students, which of course does not exist, as can be seen by comparing the tables of the two years.

The diversity of standards, as well as the diversity of work done in these institutions, make it appear of doubtful use to add figures so as to compare them with those of previous years. But the figures of this and the last preceding year are on similar lines, however, so that a comparison is possible, although it includes, in two institutions, county academy pupils.

NOVA SCOTIAN UNIVERSITIES.

	1898.	1899.	Increase.
Undergraduates in Arts.....	486	552	+66
" " Science	43	48	+ 5
" " Medicine	68	84*	+16
" " Law	76	71	— 5
" " Theology	62	63	+ 1
Degree of B. A.....	81	74	— 9
" " M. A.....	21	23	+ 2
" " B. Sc	2	1	— 1
" " B. Eng.....	1	2	+ 1
" " LL. B.	23	23	0
" " B. C. L.....	3	4	+ 1
" " D. C. L.....	1	4	+ 3
" " M. D., C. M.....	9	13	+ 4
" " B. D	0	1	+ 1
" " D. D.....	2	1	— 1

CRITICISM ON THE DEGREE-CONFERRING COLLEGES OF U. S. A.

Chapter xxviii of volume 2 of the U. S. A. Report of 1897-98. is devoted to a discussion of State supervision of the degree-conferring institutions of the United States. The following notes show the trend of thought:

"As each legislature is a law unto itself with respect to the granting of charters to educational institutions, there are no fixed requirements which they need meet to enable them to obtain the degree-conferring power. If the power is denied by one legislature, there is nothing to prevent the granting of such power by the following legislature. In

*Error in table : 9 should be 79 in total of Dalhousie College, giving 84 for the province.

a large number of States the legislatures are prohibited by the State constitutions from passing special acts conferring corporate powers, but the granting of such powers is provided for by a general law for the incorporation of educational institutions.

“The laws of New York and Pennsylvania, however, provide that no institution shall receive the power to confer degrees unless it has property to the amount of half a million dollars, has six professors whose entire time is given to the instruction of the college classes, has a four-years' course of college study, and whose requirements for admission in the case of New York, cover four years of high school work, while in the case of Pennsylvania the requirements are subject to the approval of the college and university council,

“These laws have received the warmest approval of the educators throughout the country, and their adoption, together with the abuse of the degree-conferring power by some institutions, have led to an agitation of the subject by educational conventions. At a meeting of the National Educational Association of the United States in July, 1897, the following resolution was unanimously adopted by the department of higher education :

Resolved, That the State should exercise supervision over degree-conferring institutions through some properly constituted tribunal having power to fix a minimum standard of requirements for admission to or graduation from such institutions, and with the right to deprive of the degree-conferring power such institutions not conforming to the standard so prescribed.

President Henry Wade Rogers of the North Western University, in support of the resolution, said the following in the course of his speech :

The cause of professional as well as of academic education suffers from the adequate want of State supervision. Professional schools have been established, generally in the large cities, which are governed by purely commercial standards. We have in this country schools of law, medicine, dentistry, and pharmacy that appear to be organized and conducted for the purpose of making money. They are stock corporations, the stock being generally held by members of the teaching force, the teachers being chosen, not for their fitness for any particular chair, but because of their willingness and ability to put up the money that is needed. The shorter the course of study, the cheaper the class of teachers, the less expended for books and apparatus, and the easier it is made to be admitted and graduated, the greater the number of students becomes and the larger the amount of the dividends paid. Men who make merchandise of professional education have low professional and scholastic ideals. They are inclined to receive all students who apply for admission, without much regard to their previous preparation or moral character. They allow the students thus admitted to continue in their school without being concerned greatly as to the manner in which they apply themselves to study. They graduate them after an attendance for the allotted period without scrutinizing too closely the extent of their ignorance, and confer upon them a degree which in theory is supposed to stand for high attainments. This sort of thing, impossible in Europe, should be made impossible in America. Such a condition of affairs is demoralizing beyond question. The tendency of it is

all in the direction of low standards. It destroys the value of degrees. It imposes on the public a class of educational charlatans and works injury to the students whom it falsely pretends to educate. It multiplies the difficulties in the way of those institutions that are endeavoring to work according to the highest standards.

President James H. Baker of the University of Colorado, summed up the question in the following manner :

The state should exercise control over degree-conferring colleges, because (a) the country is developed beyond the period when crude expedients for higher education are necessary ; (b) the majority of the States provide, at public expense, higher education of a good standard, making colleges of inferior grade unnecessary ; (c) the State should guard the people against the deceptive claims of institutions not properly equipped to maintain work according to the accepted standards of the country ; (d) for practical considerations, as well as reasons of sentiment, a degree should be such as to merit the respect of genuine scholars ; (e) proper control would reduce the number of unnecessary colleges ; (f) the kind of degrees should be subject to control, and the abuse of honorary degrees should be regulated ; (g) in this matter the advantage of freedom and competition are more than offset by the disadvantages.

“ The section on legal education of the American Bar Association, in August of the same year, 1897, unanimously adopted the following resolutions :

Resolved, That the section on legal education recommends the American Bar Association to adopt the following resolution :

Resolved, That the American Bar Association disapproves the policy which now generally prevails in the several States and which makes it possible for persons to organize law schools and confer degrees without reference to the length of course of study or qualifications required for admission and graduation of students, and that this association believes that the degree-conferring power should be subject to strict State supervision, to be exercised in a manner somewhat similar to that which is exercised by the regents of the University of the State of New York.”

This matter concerns ourselves quite directly, for the titles of well known degrees derive their value from what the best institutions have given them. An institution which grants any such title on a lower standard is to the extent of the lowness of the standard preying on the general good reputation of the degree, and is therefore a menace and an injury to all institutions of higher standing. On the other hand, it falsely attaches the imprimatur of high scholarship to one not entitled to it, thus tending to deceive the public to the extent of the lowness of its standard—all for some pecuniary or other advantage not more praiseworthy. The custom of indicating the institution by which the degree is conferred is one to be commended, although it does not entirely do away with the false impression created in the mind of the general public, when a proper standard is not approximately observed.

PRIVATE SCHOOLS AND COLLEGES.

Table XXI, page 38, gives a list of all these institutions, so far as known, from the kindergarten to the large colleges which have no

degree-conferring powers. There is an attempt made to indicate the general character of the work in each ; but in some cases it is not at all successful. It shows, however, that in the private schools and colleges of the province—the sum totals are as follows:

	1898.	1899.	Increase.
Institutions.....	20	20	.....
Teachers	117	136	+19
Male pupils or students.....	710	692	-18
Female “ “	1151	1187	+36
Total “ “	1861	1879	+18
Average daily attendance, pupils or students	1118	1139.2	+17.2

EMPIRE DAY.

From the reports of the Inspectors it will be observed that Empire Day, 23rd of May, was observed throughout all our schools, not only in an enthusiastic but in a specially profitable manner. I had the pleasure of presenting and supporting at the Dominion Educational Association in Halifax, 1898, the argument in favor of the inauguration of the institution by the Hon. Dr. Ross, Minister of Education of Ontario, who was absent on account of the opening of the legislature. The Association recommended it to the various educational departments of the Dominion. The Council of Public Instruction, here, immediately passed a regulation making it law ; so that the Province of Nova Scotia had also the honor of being the first to adopt the institution. The institution has aided Inspectors, teachers, and the local authorities to instruct the pupils in the origin and character of our institutions from the government of the school section to that of the Empire. And the wave is still surging on. It must not be thought that this is an additional holiday. On the contrary, it involves several days of extra labor wherever it is observed.

ARBOR DAY.

Some of the Inspectors also refer to the improvements on the school grounds due to the influence of the exercises of Arbor Day. There is also evidence of a wider influence in the attention which is given to the adornment of the highways and farms with trees, more particularly in the western counties ; and in the beginnings of attention to the important problems of forestry.

INTERNATIONAL EXHIBITION, PARIS, 1900.

The Educational Exhibit from Canada was determined to be arranged as a Canadian unit rather than as a series of provincial exhibits. Our exhibits are therefore confined to a series of photographic negatives of our leading school and college buildings, from which prints on paper of uniform texture and size are to be made, and to a collection of our school books, school laws and literature, and school forms.

REVISION OF THE SCHOOL LAWS. .

As a revision of all the Provincial Statutes is at present being made, it will be desirable as soon as possible after the revision to issue a new edition of the Manual, for which preparation is being made.

INSPECTORS' REPORTS.

The Inspectors' reports, as well as those of the Normal School, of the Halifax schools, and of several other institutions, will be found in the appendix. They contain much valuable information on the state of education in the province, to which no reference can be made here on account of the limitation of space.

SCHOOLS OF MINING INSTRUCTION.

The following is the summary statement by Dr. Gilpin, Inspector of Mines, under whose direction the schools are conducted:—

“During the past year the mining schools were conducted as usual. Schools were opened at Sydney Mines, Bridgeport, Old Bridgeport, and Glace Bay in Cape Breton County. Also at Westville and Thorburn in Pictou County, and at the Joggins and Springhill in Cumberland County.

These schools are taught by men selected locally and qualified to instruct candidates applying for positions as underground managers and overmen. The instruction covers surveying, mathematics, the Mines Regulation Act, modes of working, and ventilation. In Cape Breton and on the mainland there were appointed two men who were qualified to instruct candidates desiring to obtain certificates as mine managers. The expenses of these schools are borne by the Department, and it may be remarked here that as a rule the companies furnish assistance in providing the necessary facilities. The instructors are paid a retaining fee provided they send up at least two candidates for examination. They also receive an additional fee for each candidate that passes the examination. These schools continue for several months until it appears that the candidates are fairly qualified for examination. The Board of Examiners is formed of ten members. The Inspector of Mines is *ex officio* a member. Each of the three districts of Cumberland, Pictou, and Cape Breton furnishes to the Board a mining engineer, a mine manager, and a representative of the miners. This Board meets and arranges the question papers. At the time of the examination the Boards divide into three sections and examine simultaneously in each of the three districts. The papers of the candidates are then considered by the whole Board.

I enclose a list of the candidates who passed at the last examination. The papers furnished the candidates are of a somewhat high grade, higher in fact than in England or the United States. As all the candidates are at least 21 years of age, and are required to have at least four years experience underground, it will be seen that the requirements of a candidate from a practical as well as a theoretical standpoint are sufficient to insure the probability of his being able to discharge his duties satisfactorily. More than this the Board of Examiners cannot promise, for it is true that many men who have had considerable experience and good theoretical training are deficient in administrative ability and the peculiar qualifications required in men conducting underground operations.”

A . COLLEGE OF PROVINCIAL INDUSTRIES.

The course of educational development throughout the world is being followed with a view of determining from the experience of others what is likely to be the best course for us. The more usual and economical method of advancing technical education is the attachment of a new chair to a local university near the centre of demand for teaching in the new subject. The original institution supplies without extra cost the subsidiary instruction. And thus the growth may go on from year to year.

In this province there are so many small universities, each with its own constituency, cleaving generally on denominational lines, that the politician will find it difficult to use this method without giving something all round. The alternative is, (a) to erect a number of small technical institutions in different parts of the province, each for its own special art, with a duplication or reduplication of teachers in the sciences and other subjects common to them all,—a weak and expensive course ; or (b) to erect one great polytechnic college, so as to consolidate the teaching faculties. Both (a) and (b) will to some extent be duplicating the work of our already too numerous and rather weak colleges. The cost of establishing an effective polytechnic would be very great, but not too great for Nova Scotia were there no universities in it already. But it may be too much for the people through the old agencies to support the old universities, and through the provincial treasury to support what should be an equally expensive Polytechnic. Hence the question, can not the three Atlantic provinces of Canada establish and support one such efficient institution between them ?

All of which is respectfully submitted,

I have the honor to be,

Your obedient servant,

A. H. MACKAY,
Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, &c.



TABLE I.—SCHOOL SECTIONS, &c. (GENERAL).
Nova Scotia, Year ended July, 1899.

COUNTIES.	Total No. of School Sections.	No. of Sections with- out School any part of the year.	Total No. of Schools in session during any part of year.	No. of Schools in session 30 days or under.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 and under full year.	Full year of 216 days.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed As- sistants.	No. of teachers hold- ing Normal School Diplomas.	No. of Pupils regis- tered at School dur- ing year.	Proportion of Popu- lation (census of 1891) at School dur- ing year.	No. of School Libra- ries.	No. of School Scien- tific Collections.
Annapolis	108	10	120	...	1	8	8	47	56	205.3	129	1	45	4644	1 in 4.1	2	8
Antigonish	81	10	88	...	4	9	9	65	8	196.4	92	...	20	3129	1 " 5.1	5	5
Cape Breton	132	30	162	...	1	3	16	59	83	206.8	162	...	43	7632	1 " 4.5	6	4
Colchester	124	2	158	1	3	6	16	94	38	200.3	170	...	87	6050	1 " 4.4	20	16
Cumberland	157	7	208	...	3	13	15	116	61	201.2	219	...	114	9639	1 " 3.8	60	55
Digby	80	4	105	...	3	4	10	53	35	204.3	114	1	31	4884	1 " 4.0	2	7
Guysboro	93	16	89	...	3	5	18	51	12	194.7	94	...	24	3777	1 " 4.5	6	7
Halifax Co.	132	7	155	2	1	9	12	84	47	199.3	159	1	60	7325	1 " 4.4	27	18
Halifax City	1	...	148	3	...	3	1	...	141	191.5	148	...	54	7956	1 " 4.8	19	60
Hants	96	2	125	...	2	6	10	72	35	203.2	132	...	62	4857	1 " 4.5	21	22
Inverness	166	30	149	...	5	9	16	42	77	200.	150	...	25	5516	1 " 4.6	2	2
Kings	107	3	127	...	1	7	7	72	40	205.4	135	1	40	5257	1 " 4.2	25	15
Lunenburg	147	2	177	...	...	13	16	84	64	202.5	190	...	61	7612	1 " 4.0	2	7
Pictou	130	3	180	...	1	4	17	75	83	206.	196	...	52	7030	1 " 4.9	3	7
Queens	45	1	58	...	...	3	3	23	29	207.2	58	...	13	2149	1 " 4.9	3	4
Richmond	72	10	72	...	1	4	2	42	23	205.5	72	...	16	2993	1 " 4.8	1	...
Shelburne	64	1	84	...	...	2	4	53	25	210.	84	...	19	3378	1 " 4.4	...	3
Victoria	72	6	70	1	2	2	14	25	26	198.8	72	...	20	2177	1 " 5.7	1	1
Yarmouth	74	2	115	...	1	3	14	77	20	206.	118	...	54	5212	1 " 4.2	14	15
Total 1899	1881	146	2390	7	32	106	208	1134	903	202.3	2494	4	840	100617	1 " 4.4	219	256
" 1898	1874	124	2385	10	48	123	286	914	1004	199.9	2510	22	795	101203	1 " 4.4	188	214
Increase	7	22	5	...	...	...	...	220	...	2.4	...	...	42	...	...	31	42
Decrease .....	...	...	...	3	16	17	78	...	101	...	16	18	...	586	...	...	...

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS).
Nova Scotia, Year ended July, 1899.

[illegible]

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF FIRST AND SECOND CLASSES).
Nova Scotia, Year ended July, 1899.

[illegible]

COUNTIES.	FIRST QUARTER.				SECOND QUARTER.				THIRD QUARTER.				FOURTH QUARTER.			
	Total on register at end of quarter.	Average daily attendance.	Per cent. of pupils enrolled daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent. attended during quarter and average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent. attended during quarter and average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent. attended during quarter and average.	
Annapolis	3839	2675.9	69.7	4228	3818	2450.1	64.1	4398	3568	2235.	62.7	4634	3662	2411.9	65.9	
Antigonish	2135	1496.9	68.1	2736	2459	1443.7	53.7	2912	2398	1425.5	54.9	3129	2641	1641.3	58.	
Cape Breton	6404	4375.7	68.3	6909	6283	3895.7	62.2	7208	5857	3745.5	64.	7686	6334	4101.5	64.7	
Colchester	5072	3641.7	71.7	5670	5026	3266.5	64.2	5711	4520	2985.2	65.7	6035	4930	3338.5	67.3	
Cumberland	7406	4315	58.2	8037	7285	4626.6	59.1	8204	6746	4450.4	63.9	8639	7409	5177.5	68.6	
Digby	3993	2672.8	67.1	4299	3878	2271.6	58.9	4650	3894	2351.	61.1	4935	3960	2691.7	68.6	
Hants	2608	1690.4	64.7	3248	3005	1808.1	61.7	3478	2931	1806.9	57.2	3717	2934	1965.7	61.1	
Halifax Co.	6132	4463.1	72.8	6676	6228	4154.1	66.7	6743	5760	3929.1	68.3	7209	5965	4176.8	70.	
Halifax City	7086	5714.8	80.9	7376	7160	5328.4	74.4	7544	7096	5288.5	74.5	7835	7132	5646.8	78.8	
King's	3863	2661.7	68.9	4350	3894	2455.	63.2	4472	3668	2388	65	4857	4008	2716.8	67.8	
Liverpool	4084	2496.3	61.1	4685	4197	2427.1	57.8	5080	4101	2508.4	59.8	5516	4446	2714.7	61.	
Marathon	3976	2859.3	66.8	4720	4287	2865.1	59.8	4785	4002	2431.1	60.7	5202	3936	2829.5	64.3	
New Brunswick	5887	4006.9	66.2	6814	6335	3950.8	59.4	7107	6198	3839.5	62.3	7356	5903	3875.5	65.6	
Pictou	6069	4188.6	70.1	6335	5878	3793.6	64.4	6580	5491	3653.3	66.3	7043	5861	4099.2	69.1	
Quebec	1843	1296.6	73.	2095	1844	1277.8	66.4	2061	1782	1168.9	67.5	2135	1708	1379.3	68.6	
Richmond	2415	1524.2	63.1	2627	2306	1333.3	57.7	2732	2189	1336.4	61.	2964	2409	1516.3	62.9	
Shelburne	2922	2181.1	74.4	3138	2878	1863.3	64.7	3212	2679	1590.6	59.4	3375	2872	1847.5	69.	
Victoria	1673	1081.	64.	1906	1769	1071.8	60.5	2027	1720	1116.2	65.	2177	1747	1077.1	61.	
Yarmouth	4409	3338.2	75.4	4683	4460	2967.6	66.9	4991	4188	2697.	64.5	5756	4155	2986.7	72.	
Total 1899	82016	56480.2	68.8	90514	83023	52956.2	63.7	93763	78812	50967.	64.6	100823	81772	58890.4	68.3	
" 1898	81208	57469.7	70.7	90220	83015	54246.	65.3	93106	83274	56789.8	68.2	99916	82080	54356.7	66.2	
Increase	807	989.5	1.9	284	8	1299.8	1.6	1343	4462	5822.8	3.6	707	288	1542.7	2.1	
Decrease																

Total 1999:

“ 1898.

Increases...

TABLE XII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI OR B).
Nova Scotia, Year ended July, 1899.

COUNTIES.	English.	Latin.	Greek.	French.	German.	History.	Physics.	Algebra.	Geometry.	Practical Mathematics.	Physiology.	Manual Training.	No. holding Trov. High School Certificates.	Total No. High School Pupils.	No Pupils taking full regular course.	No. taking partial or special course.
Annapolis	76	29	3	10	4	75	73	76	70	71	72	....	53	76	70	6
Antigonish	35	29	3	16	..	35	35	35	35	36	35	4	7	35	35	..
Cape Breton	20	8	..	..	..	30	19	20	20	19	19	..	13	20	19	1
Colchester	64	37	14	12	..	64	63	65	65	64	65	..	58	65	63	2
Cumberland	49	16	5	3	3	46	46	50	50	47	45	..	41	50	44	6
Digby	19	6	4	6	..	19	19	19	19	19	19	..	12	19	19	..
Guysboro	11	4	2	..	..	10	10	11	11	10	10	..	8	11	10	1
Halifax Co.	3	..	..	..	..	3	2	3	3	3	3	..	1	3	2	1
Halifax City	85	51	8	39	17	85	85	85	85	85	85	..	81	85	85	..
Hants	40	10	3	2	..	37	38	39	40	39	34	..	31	41	36	5
Inverness	22	11	3	5	..	21	23	23	22	22	23	..	16	20	17	3
Kings	73	25	10	4	8	72	67	70	71	66	69	..	32	76	66	20
Lunenburg	38	12	10	8	..	38	39	39	39	39	20	..	33	41	36	5
Pictou	106	56	24	27	..	106	105	106	107	106	107	..	87	107	105	2
Queens	14	1	..	..	..	14	14	14	14	14	14	..	11	14	14	..
Richmond	7	1	..	2	..	7	7	7	7	7	5	..	7	7	5	2
Shelburne	31	3	..	3	..	31	31	31	31	31	31	..	27	31	31	..
Victoria	2	..	..	..	..	2	2	2	2	2	2	..	2	2	2	..
Yarmouth	33	10	2	14	..	33	33	33	33	33	33	..	20	33	33	..
Total 1899	728	300	81	151	32	718	711	728	724	704	691	4	540	736	682	54
" 1898	603	299	76	162	30	602	592	601	598	587	573	3	429	608	567	41
Increase	125	1	5	..	2	116	119	127	126	117	118	1	111	128	115	13
Decrease .....	..	..	..	11	..	..	..	..	..	..	..	..	..	..	..	..

TABLE XIV.—AVERAGE SALARY OF MALE TEACHERS.
Nova Scotia, Year ended July, 1899.

COUNTIES.	CLASS A.—(MALE).			CLASS B.—(MALE).			CLASS C.—(MALE).			CLASS D.—(MALE).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	\$667 05	\$114 86	\$296 54	\$411 40	\$86 14	\$186 73	\$272 87	\$57 43	\$120 00	\$177 43
Antigonish.	762 50	114 86	192 00	306 86	86 14	124 25	210 39	57 43	118 29	175 72
Cape Breton	941 43	114 86	282 30	397 16	86 14	154 70	240 84	57 43	119 81	177 24
Colchester	742 83	114 86	425 50	540 36	86 14	175 58	261 72	57 43	154 16	211 59
Cumberland	836 28	114 86	350 71	465 57	86 14	198 00	284 14	57 43	118 34	175 77
Digby	727 64	114 86	258 33	373 19	86 14	144 64	230 78	57 43	169 64	227 07
Guysboro	750 00	114 86	201 66	316 52	86 14	145 00	231 14	57 43	121 66	179 09
Halifax Co.	980 00	114 86	215 75	330 61	86 14	162 70	248 84	57 43	176 43	233 86
Halifax City.....	1150 00	114 86	661 00	775 86	86 14	490 00	576 14	57 43	235 00	292 43
Hants.....	1000 00	114 86	286 25	401 11	86 14	207 00	293 14	57 43	129 00	186 43
Inverness	700 00	114 86	127 00	241 86	86 14	110 00	196 14	57 43	90 00	147 43
Kings.....	509 59	114 86	251 36	366 22	86 14	153 33	239 47	57 43	107 00	164 43
Lunenburg	800 57	114 86	285 00	399 86	85 14	131 25	217 39	57 43	108 78	166 21
Pictou	771 00	114 86	367 50	482 36	86 14	176 00	262 14	57 43	104 50	161 93
Queens.....	750 00	114 86	280 00	394 86	86 14	195 00	281 14	57 43	142 50	199 93
Richmond	448 07	114 86	200 00	314 86	86 14	146 33	232 47	57 43	99 27	156 70
Shelburne	729 50	114 86	201 00	315 86	86 14	138 66	224 80	57 43	120 00	177 43
Victoria	780 00	114 86	140 00	254 86	86 14	120 00	206 14	57 43	98 00	155 43
Yarmouth	794 97	114 86	373 08	457 94	86 14	166 00	252 14	57 43	143 75	201 18
Total 1899.....	\$781 13	\$114 86	\$283 94	398 80	\$86 14	\$175 01	\$261 15	\$57 43	\$130 32	\$187 75
" 1898.....	841 03	115 53	284 56	400 09	86 65	200 12	286 77	57 76	121 22	178 98
Increase
Decrease
	\$59 90	\$0 67	\$0 62	\$1 29	\$0 51	\$25 11	\$25 62	\$0 33	\$9 10	\$8 77

TABLE XV.—AVERAGE SALARY OF FEMALE TEACHERS.
Nova Scotia, Year ended July, 1899.

COUNTIES.	CLASS A.—(FEMALE).			CLASS B.—(FEMALE).			CLASS C.—(FEMALE).			CLASS D.—(FEMALE).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	\$114 86	\$147 06	\$261 92	\$96 14	\$123 12	\$209 26	\$57 43	\$97 69	\$155 12
Antigonish	114 86	148 33	263 19	86 14	124 75	210 89	57 43	90 70	148 13
Cape Breton	114 86	209 00	323 86	86 14	165 54	231 68	57 43	100 87	158 30
Colchester	114 86	166 75	281 61	86 14	142 45	228 59	57 43	102 00	159 43
Cumberland	\$418 57	114 86	162 39	277 25	86 14	152 08	238 22	57 43	105 53	162 95
Digby	450 00	114 86	175 50	290 36	86 14	120 24	208 38	57 43	109 15	168 58
Guyaborn	114 86	238 75	353 61	86 14	156 87	243 01	57 43	110 73	168 16
Halifax Co	114 86	178 93	293 79	86 14	171 09	257 23	57 43	126 02	183 45
Halifax City	474 00	114 86	330 00	464 86	86 14	278 00	364 14	57 43	240 00	297 43
Hants	448 47	114 86	177 78	292 64	86 14	154 51	240 65	57 43	108 20	166 63
Inverness	114 96	135 00	249 96	86 14	88 50	174 64	57 43	75 00	132 43
Kings	296 36	114 86	181 84	276 70	86 14	143 50	229 64	57 43	102 18	159 61
Lunenburg	650 00	114 86	154 17	269 03	86 14	130 75	216 69	57 43	100 56	158 01
Pictou	771 00	114 86	357 50	482 36	86 14	176 00	262 14	57 43	104 50	161 93
Queens	114 86	175 83	290 69	86 14	123 98	210 10	57 43	85 19	142 62
Richmond	114 86	115 00	229 86	86 14	98 57	184 71	57 43	90 80	148 23
Shelburne	114 86	174 38	289 24	86 14	141 81	227 75	57 43	100 86	158 28
Victoria	114 86	235 00	349 86	86 14	95 50	181 64	57 43	85 00	142 43
Yarmouth	309 86	114 86	198 77	311 63	86 14	170 13	258 27	57 43	128 28	183 71
Total 1899	\$477 28	\$114 86	\$193 15	\$308 01	\$86 14	\$145 11	\$231 26	\$57 43	\$108 49	\$185 91
" 1898	552 86	115 53	175 67	291 20	86 65	139 11	225 76	57 76	106 45	164 21
Increase
Decrease
	\$76 58	80 67	\$17 48	\$16 81	80 51	\$6 00	\$5 49	.....	\$2 03	\$1 70

TABLE XVI.

Apportionment of County Fund to Trustees for Year ended July, 1899.

MUNICIPALITIES.	Grand total days' attendance made by all the pupils.	On account of Teachers employed.	On account of average attendance of Pupils	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount appropriated.	Amount per Pupil in attendance the Full Term.
Annapolis . . .	479,374	\$2,868 39	\$2,562 62	\$75 00	\$300 00	\$5,806 01	\$1 11
Antigonish . .	311,469	2,164 72	2,293 88	150 00	225 00	4,833 60	1 53
Cape Breton . .	849,892	3,987 02	5,863 12	150 00	300 00	10,300 14	1 48
Colchester . . .	531,511	3,311 57	2,494 16	375 00	450 00	6,630 73	94
Cumberland . .	1,024,778	5,023 86	4,671 15	150 00	525 00	10,370 01	92
Digby	294,604	1,655 80	1,653 91	88 74	133 11	3,631 56	1 16
Clare	207,491	1,030 33	1,253 87	61 26	91 89	2,437 35	1 28
Guyaboro . . .	283,999	1,467 87	2,007 71	281 30	112 52	3,869 40	1 51
St. Mary's . . .	88,733	595 65	562 27	93 70	37 48	1,289 10	1 24
Halifax Co. . .	697,854	3,267 23	4,857 77	225 00	150 00	8,500 00	1 39
Hants East . .	231,803	1,484 78	1,070 18	36 88	258 16	2,850 00	96
Hants West . .	223,098	1,300 36	1,339 48	38 12	266 84	2,944 80	1 24
Inverness . . .	537,489	3,628 65	3,635 97	150 00	300 00	7,714 62	1 45
Kings	539,745	3,222 59	2,807 51	450 00	262 50	6,742 60	1 09
Lunenburg . . .	716,398	3,556 27	3,220 71	402 74	110 00	7,706 38	95
Chester	137,914	738 07	687 96	84 76	110 84	1,621 63	1 03
Pictou	831,607	4,438 04	5,554 96	75 00	300 00	10,368 00	1 42
Queens	267,041	1,494 27	1,612 63	75 00	...	3,181 90	1 25
Richmond . . .	303,164	1,763 29	2,181 71	75 00	100 00	4,320 00	1 52
Shelburne . . .	203,570	1,109 54	910 72	153 12	153 12	2,326 50	96
Barrington . .	195,557	984 07	953 57	146 88	146 88	2,231 40	1 05
Victoria	221,812	1,672 31	1,993 69	...	75 00	3,741 00	1 86
Yarmouth . . .	361,515	1,698 08	1,777 03	217 55	174 04	3,866 70	1 05
Argyle	270,892	1,140 01	1,375 58	157 45	125 96	2,799 00	1 09
Total 1899 . .	9,810,310	\$53,602 77	\$57,442 16	\$3,712 50	\$5,325 00	\$120,082 43	\$1 23
" 1898	10,023,041	52,296 46	58,097 59	3,675 00	5,100 00	119,869 05	1 24
Increase . . . .	...	\$906 31	...	\$37 50	\$225 00	\$213 38	...
Decrease	212 731	...	\$655 43	...	...	...	\$0 01

TABLE XVII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTIES.	Paid by Government over and above the ordinary Grants towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year	
Annapolis	\$125 40	\$108 20	\$233 60
Antigonish	95 34	98 52	193 86
Cape Breton	80 56	73 74	154 30
Colchester	150 00	150 00	300 00
Cumberland	150 00	150 00	300 00
Digby	124 70	125 08	249 78
Guysboro	52 15	56 69	108 84
Halifax	106 16	118 69	224 85
Hants	148 98	151 02	300 00
Inverness	121 82	132 76	254 58
Kings	150 00	150 00	300 00
Lunenburg	162 01	137 99	300 00
Pictou	147 65	149 89	297 54
Queens	127 92	124 36	252 28
Richmond	75 91	95 88	171 79
Shelburne	39 22	43 08	82 30
Victoria	46 69	55 31	102 00
Yarmouth	76 68	59 27	135 95
Total 1899	\$1981 19	\$1980 48	\$3261 67
" 1898	2029 35	2108 36	4137 71
Increase .....	.....	.....	.....
Decrease	\$48 16	\$127 88	\$176 04

TABLE XVIII.

POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of County Assess- ment paid to these Schools over and above ordinary allowance.
Annapolis, County of	18	\$177 43
Antigonish, "	17	204 29
Cape Breton, "	10	129 09
Colchester, "	25	235 42
Cumberland, "	27	255 39
Digby, District of	14	171 87
Clare, "	6	71 63
Guysboro, "	4	58 13
St. Mary's, "	3	31 19
Halifax, County of	24	285 94
Hants, District of East	12	112 29
Hants, " West	8	100 66
Inverness, County of	19	230 92
Kings, "	29	346 83
Lunenburg and New Dublin, District of	18	161 24
Chester, District of	6	47 18
Pictou, County of	21	213 23
Queens, "	15	175 31
Richmond, "	11	144 64
Shelburne, District of	3	50 48
Barrington, "	4	39 41
Victoria, County of	8	114 00
Yarmouth, District of	8	83 67
Argyle, "	3	17 67
Total 1899	313	\$3457 91
" 1898	338	3668 17
Increase .....	.....	.....
Decrease	25	\$210 26

TABLE XIX.—COUNTY ACADEMIES.

ACADEMIES	INSTRUCTOR	Class of Licensee.	Annual Salary.	DEPARTMENT OR SUBJECTS TAUGHT. (Subjects are given briefly by Numbers.)	Hours per Day.
Annapolis	J. S. Layton, B. A.	A. cl.	\$ 900 00	All subjects.....	4½
Antigonish	A. Thompson, D. D.	A. cl.	1050 00	112, 105	2
	Dugald C. Gillis, Ph. D.	A. cl.	950 00	106, 120	2
	Thomas M. Phalen, M. A.	A. cl.	600 00	104, 116, 117, 119, 126	5
	Jas. P. Connolly, B. A.	A. cl.	450 00	109, 110, 112, 114, 115, 118	4
	Sr. St. Leonard	B.	150 00	English and Mathematics	5
Cape Breton	Frank I. Stewart, B. A., (Lond.)	A. cl.	850 00	67, 68, 69, 74, 77, 73, 79, 80, 81, 86	5
	D. S. McIntosh, B. A., B. Sc.	A. cl.	750 00	70, 71, 72, 75, 76, 82, 83, 84, 85, 87	5
	Isabel M. Leonard	B.	88	88	1
Colchester	W. R. Campbell, M. A.	A. cl.	1200 00	85, 86, 87	4½
	Jas. Little	B.	1050 00	78, 80, 81, 83, 84	4½
	W. D. Hemmeon, B. A.	A. cl.	900 00	72, 75, 76, 79, 83, 125, 126	4½
	J. E. Bartheaux	B.	750 00	74, 77, 78, 80, 82, 84	4½
	H. S. Crowe, B. A.	B.	600 00	72, 81, 87, 89	4½
	L. A. Richardson	B.	400 00	72, 75, 76, 86	4½
	L. A. Edwards .....	.....	175 00	88	2
Cumberland	E. J. Lay	A. cl.	1300 00	70, 76, 79, 80, 81, 82, 85, 88	5
	N. D. McFavish	A. Sc.	800 00	67, 75, 77, 78, 80, 81, 83, 84, 85	5
	A. C. McLeod	A. Sc.	700 00	66, 71, 72, 74, 75, 80, 89	5
Digby	Henry B. Hogg, M. A.	A. cl.	900 00	78, 79, 80, 81, 84, 85, 89	4
	Beattie M. Logan, B. A.	A. cl.	450 00	72, 74, 76, 77, 82, 83, 86, 87	4
Clare ..	J. Alphon e Benoit	A. Sc.	350 00	Mathematics and Science	5
	Edward Cumminge, B. A.	A. cl.	650 00	English	4½
	Rev. J. M. LeGueunie, B. A. ....	.....	.....	History and Geography	4
	Edward Brownson .....	.....	.....	Greek, Latin, French, &c	3
	Rev. A. Brand, B. A. ....	.....	.....	Latin, French, &c	3
	Rev. J. M. Merel, B. A. ....	.....	.....	.....	3

Guysboro	G. K. Butler, M. A.	A. cl. & sc.	750 00	All subjects	4½
Halifax	Wm. T. Kennedy	A. cl.	1600 00	71, 72, 75, 76, 77, 81	4
	S. A. Morton, M. A.	A. cl.	1250 00	74, 78, 79, 80, 84, 85	4
	S. Katherine Mackintosh	A. cl.	850 00	67, 72, 75, 76, 83	4
	Jotham W. Logan, B. A.	A. cl.	1200 00	86, 87	4
	Florence A. Peters	B.	750 00	72, 74, 78, 80, 82, 84	4
	Kate F. Hill		250 00	77	2
	Jules M. Lanos, B. & L.		700 00	88, 89	5
Hants	John Arnold Smith, B. A.	A. cl.	1000 00	All subjects	4½
Inverness	R. Somers Smyth, B. A.	A. cl.	750 00	All subjects	5
Kings	Angus McLeod	A. cl.	1000 00	68, 79, 80, 86, 87	4½
	Bertha B. Hebb, B. A.	A. cl.	700 00	66, 70, 71, 72, 83, 84	4½
	Mary A. McKay, M. A.	A. cl.	600 00	73, 74, 77, 81, 87, 89	4½
	Theresa Farrell	A. cl.	450 00	67, 69, 75, 76, 78, 82, 83	4½
					4½
Lunenburg	B. McKittrick, B. A.	A. cl.	1000 00	67, 68, 69, 72, 78, 79, 80, 81, 82, 83, 84, 85, 88	5
	Agnes H. Roop, M. A.	A. cl.	650 00	70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 86	5
Pictou	Henry M. McKay, B. A., B. Sc.	A. cl.	850 00	112, 114, 115, 116, 117, 119, 124, 125, 126	4
	Henry P. Duchemin, B. A.	A. cl.	800 00	104, 109, 110, 120	4
	Clarence L. Moore, B. A.	A. cl.	850 00	111, 113, 118, 120, 121, 122, 123	4
	Robert McLellan	A. cl.	1200 00	105, 106, 107, 108	4
					4
Queens	J. D. Sprague	A. cl.	750 00	All subjects	5
Shelburne	C. Stanley Bruce	A. cl.	750 00	All subjects	5
Victoria	Jas. McD. McPhee, B. A.	A. cl.	750 00	All subjects	4½
Yarmouth	A. Cameron	A. cl.	1200 00	72, 78, 80, 81	5
	W. F. Kempton	A. cl.	1100 00	78, 80, 81, 86, 87, 88	5
	H. J. Wyman	A. sc.	550 00	74, 75, 76, 77, 79, 82, 83, 84, 85	5

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMIES.	ANALYSIS OF HIGH SCHOOL STUDIES.															
	ARITHMETIC.				ALGEBRA.				GEOMETRY.				PRINC. MATHEMATICS.		PHYSIOLOGY.	
	Grade		Total.		Grade		Total.		Grade		Total.		Grade		Grade	
	IX.	X.	XI.	XII.	IX.	X.	XI.	XII.	IX.	X.	XI.	XII.	XI	XI	Grade	Grade
Annapolis.....	19	10	29	96	19	10	5	34	19	10	5	34	5	5	Grade	Grade
Antigonish.....	60	36	96	58	58	36	30	138	58	36	30	138	30	30	Grade	Grade
Cape Breton.....	48	24	70	46	46	24	8	78	46	24	8	78	8	8	Grade	Grade
Colchester.....	88	81	170	88	81	48	218	88	81	48	227	88	48	48	Grade	Grade
Cumberland.....	68	46	114	68	46	11	125	68	46	11	125	68	11	11	Grade	Grade
Digby.....	25	18	43	25	18	11	55	25	18	11	54	25	11	11	Grade	Grade
Clare.....	24	21	45	24	21	4	3	52	24	21	4	52	4	4	Grade	Grade
Guyaboro.....	22	15	37	22	15	5	42	22	15	5	42	22	5	5	Grade	Grade
Halifax.....	135	134	269	135	134	79	348	135	134	79	348	135	79	79	Grade	Grade
Hants.....	21	18	39	21	18	13	52	21	18	13	50	21	13	13	Grade	Grade
Inverness.....	6	14	20	6	14	9	29	6	13	9	28	6	9	9	Grade	Grade
Kings.....	35	41	77	36	41	33	110	36	39	33	116	36	33	33	Grade	Grade
Lunenburg.....	27	33	60	27	31	19	77	27	31	19	77	27	19	19	Grade	Grade
Pict. u.....	46	67	113	46	67	47	28	188	44	67	48	196	47	48	Grade	Grade
Queens.....	17	11	28	17	11	7	35	17	11	7	35	17	7	7	Grade	Grade
Shelburne.....	6	13	19	6	13	11	2	32	6	13	11	32	11	11	Grade	Grade
Victoria.....	13	20	33	13	20	2	37	14	20	2	36	14	2	2	Grade	Grade
Yarmouth.....	39	22	61	38	22	27	87	37	21	27	85	37	27	27	Grade	Grade
Total 1889.....	701	824	1325	699	622	369	47	1737	685	615	368	71	1749	367	259	84
" 1898.....	742	592	30	1384	740	592	345	44	1721	739	592	345	63	1736	344	345
Increase.....	41	32	30	30	24	30	24	5	16	43	23	23	6	11	23	86
Decrease.....																

Increase
Decrease

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMIES.	No. in each grade admitted by Provincial Certificate.				Total No High School Pupils				No. High School Pupils taking Full Regular Course				No. taking Partial or Special Course			
	IX.	Grade	X.	Grade	IX.	Grade	X.	Grade	IX.	Grade	X.	Grade	IX.	Grade	X.	Grade
	Total.	Grade	XI.	Grade	Total.	Grade	XI.	Grade	Total.	Grade	XI.	Grade	Total.	Grade	XI.	Grade
Annapolis	11	5	6	IX.	19	10	5	IX.	19	10	5	IX.	34	IX.	1	IX.
Antigonish	15	3	2	IX.	60	36	30	IX.	59	33	30	IX.	145	IX.	3	IX.
Cape Breton	13	7	6	IX.	46	24	8	IX.	46	24	8	IX.	78	IX.	4	IX.
Colchester	122	44	67	IX.	89	81	48	IX.	89	80	48	IX.	228	IX.	1	IX.
Cumberland	39	9	30	IX.	68	46	11	IX.	68	46	11	IX.	125	IX.	4	IX.
Digby	13	5	7	IX.	25	18	11	IX.	25	18	11	IX.	55	IX.	1	IX.
Clare	14	4	7	IX.	24	21	4	IX.	23	21	4	IX.	51	IX.	1	IX.
Gaysboro	9	2	7	IX.	22	15	5	IX.	22	15	5	IX.	42	IX.	1	IX.
Halifax	193	78	115	IX.	135	134	79	IX.	135	134	79	IX.	348	IX.	5	IX.
Hants	15	10	5	IX.	21	21	11	IX.	21	16	11	IX.	48	IX.	1	IX.
Inverness	15	8	6	IX.	15	14	9	IX.	16	13	9	IX.	28	IX.	2	IX.
Kings	24	17	4	IX.	36	41	34	IX.	36	39	33	IX.	121	IX.	2	IX.
Lennoxburg	33	21	12	IX.	27	33	21	IX.	27	31	18	IX.	76	IX.	2	IX.
Pictou	99	36	22	IX.	46	47	48	IX.	44	67	46	IX.	196	IX.	2	IX.
Queens	13	6	7	IX.	17	11	7	IX.	17	11	7	IX.	36	IX.	1	IX.
Shelburne	15	8	5	IX.	6	13	11	IX.	6	13	11	IX.	32	IX.	2	IX.
Victoria	16	2	14	IX.	151	20	2	IX.	14	18	2	IX.	34	IX.	1	IX.
Yarmouth	26	14	12	IX.	39	23	27	IX.	37	21	27	IX.	85	IX.	2	IX.
Total 1899	695	281	334	IX.	701	627	371	IX.	694	610	365	IX.	1761	IX.	7	IX.
" 1898	720	281	360	IX.	732	591	346	IX.	730	557	341	IX.	1733	IX.	8	IX.
Increase	25	1	26	IX.	31	38	25	IX.	36	23	24	IX.	28	IX.	11	IX.
Decrease	1	1	1	IX.	1	1	1	IX.	1	1	1	IX.	1	IX.	1	IX.

TABLE XIX.—COUNTY ACADEMIES—(Continued).

ACADEMIES.	AVERAGE AGE OF PUPILS IN EACH GRADE. (On first day of School Year)				REVENUE.					EXPENDITURE.						
	IX.	Grade	X.	Grade	XII.	Provincial Grant.	School Section Funds.	Fees.	Other Sources.	Total.	Salaries.	Apparatus.	Building and Repairs.	Fuel and Attendance.	Miscellaneous.	Total.
Annapolis	15.79	16.66	18.93			\$500 00	\$679 00	\$10 00	\$8 00	\$1197 00	\$750 00	\$152 00	\$30 00	\$255 00	\$10 00	\$1197 00
Antigonish	15.75	17.25	19.92	19.94		1500 00	180 00		100 00	3400 00	3300 00				100 00	3400 00
Cape Breton	16.38	17.86	18.18			1000 00	940 00			1940 00	1600 00	75 00	150 00	100 00	15 00	1940 00
Colchester	14.78	16.5	17.5	17.6		1500 00	4015 00		460 00	5975 00	4975 00	200 00	100 00	650 00	50 00	5975 00
Cumberland	15.	15.99	16.6			1500 00	1500 00			3000 00	2800 00	100 00		100 00		3000 00
Digby	15.88	17.75	19.55	21.		833 32	1149 68			1983 09	1250 00	64 00	438 00	221 00	10 00	1983 00
Clare	17.35	17.44	19.39	20.17		750 00	762 00			1512 00	1500 00	12 00				1512 00
Guyaboro	15.4	16.3	17.9			500 00	305 00			805 00	750 00	10 00		45 00		805 00
Halifax	15.49	16.21	17.71			1720 00	9472 00	185 00	72 00	11449 00	7008 00	175 00	958 00	604 00	2704 00	11449 00
Hants	14.47	16.46	16.84			500 00	1941 23			2441 23	1000 00	154 23		850 00	437 00	2441 23
Inverness	15.84	16.44	17.07			500 00	266 00			766 00	750 00			16 00		766 00
Kings	13.82	16.04	18.02	20.01		1000 00	1800 00		250 00	3050 00	2750 00	10 00	175 00	100 00	15 00	3050 00
Lunenburg	15.15	16.21	17.28			1000 00	750 00			1750 00	1650 00			50 00	50 00	1750 00
Pictou	15.77	17.12	19.54	20.37		1720 00	4023 00	502 00		6245 00	3700 00	302 00	1639 00	604 00		6245 00
Queens	15.71	17.35	17.52			500 00	8657 00			9157 00	750 00	400 00	7767 00	240 00		9157 00
Shelburne	15.68	17.28	17.94	17.		500 00	550 00			1050 00	750 00	30 00	150 00	120 00		1050 00
Victoria	17.08	15.88	16.42			500 00	320 00			820 00	750 00	25 00	15 00	30 00		820 00
Yarmouth	15.19	15.87	16.9			1000 00	11625 00			12625 00	2850 00	50 00	9000 00	425 00	300 00	12625 00
Total 1899	15.58	16.7	17.95	19.44		\$17023 32	\$50554 91	\$697 00	\$890 00	\$69165 23	\$38883 00	\$1759 23	\$20422 00	\$4410 00	\$3691 00	\$69165 23
" 1898	15.55	16.96	17.94	20.20		16940 00	41178 74	458 00	2799 45	61376 19	38164 00	1358 88	15570 42	3757 14	2525 75	61376 19
Increase	.03		.01			\$83 32	\$9376 17	\$239 00		\$7789 04	\$719 00	\$400 35	\$4851 58	\$652 86	\$1165 25	\$7789 04
Decrease		.26		.76					\$1909 45							

TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMIES.	LABORATORY (Physical).		GYMNASIUM OR PLAY ROOM.		GENERAL.			TOTAL VALUE.	
	Dimensions of room, (if any) or of cabinet, cases or shelving (if no special room).	Estimated Value of Apparatus kept here	Dimensions of room (if any).	Estimated Value of Apparatus.	No. of Wall Maps, Charts, and Globes.	No. of reference books, etc., for teachers' desks.	Estimated Value of the same.	Estimated Value of all collections, apparatus, etc., (not including furniture, as seats, desks, &c.) used for teaching purposes.	
Annapolis	33 x 70 x 90	\$40 00			40	2	\$150 00	\$270 00	
Antigonish		800 00	44 x 100 x 210		34			900 00	
Cape Breton					40	16	75 00	725 00	
Colchester		400 00			20	12	200 00	2000 00	
Cumberland					15	20	150 00	800 00	
Digby		40 00		\$25 00	25	20	50 00	290 00	
Clare								12 00	
Guyaboro					3	4	10 00	125 00	
Halifax	39.2 x 29.5 x 730	150 00	41.8 x 81.2 x 93		36	20	200 00	1900 00	
Hants					12	6	60 00	175 00	
Inverness					3	11	66 00	77 00	
Kings		75 00			22	13	140 00	260 00	
Lunenburg		300 00			25	18	125 00	675 00	
Pictou	42 x 81 x 96	800 00			50	6	100 00	3500 00	
Queens	38 x 40 x 60	250 00			24	12	100 00	490 00	
Shelburne	10 x 10 x 20	135 00			26	5	100 00	350 00	
Victoria					22	1	50 00	190 00	
Yarmouth	38.1 x 56.5 x 39.6	50 00			18	15	60 00	500 00	
Total 1899		\$3040 00		\$25 00	414	181	\$1616 00	\$21339 00	
" 1898		2251 00		110 00	426	224	1786 00	26805 00	
Increase									
Decrease		\$789 00		\$85 00	12	43	\$170 00	\$531 00	

TABLE XX.—GOVERNMENT NIGHT SCHOOLS.

COUNTY.	SECTION.	TEACHER.	ASSISTANT.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cape Breton	Sydney Mines	John D McNeil .....	.....	39	21.9	46
" .....	" .....	.....	John A. Lamond (1898)	.....	20.	40
"	Reserve Mines	J. P. O'Connell .....	.....	27	8.4	7
Pictou.....	Pictou	A. McArthur. ....	.....	32	13.4	44
"	Westville	W. O. Creighton .....	.....	45	19.6	31
Victoria	E Ingonish.	J. A. Maciver.....	.....	34	19.6	36
Richmond	Brymer	D. P. Floyd .....	.....	43	28.3	48

A.—EDUCATIONAL INSTITUTIONS HAVING DEGREE-CONFERRING POWERS.
Statistics for the School Year ended Summer of 1899.

NAME OF INSTITUTION	PLACE	NAME OF PRESIDENT.	STAFF.		STUDENTS IN ARTS.										SCIENCE.			MEDI- CINE.		LAW.		THEO- LOGY.		Grand Total Students.	Institution Founded.	Total Graduates to Date.	DEGREES CONFERRED IN 1899.																			
					Undergraduates.					General.																	Total in Arts.																			
			Professors.	Lecturers.	1st year.		2nd year.		3rd year.		4th year.		Total.		Males.		Females.		Total.		General.		Males.				Females.		Total.		Regular.	Partial.	Total.	B. A.	B. L.	M. A.	B. Sc.	B. Eng.	M. Eng.	L. B.	B. C. L.	Ph. D.	M. D. C. M.	B. D.	Total.	
					1st year.	2nd year.	3rd year.	4th year.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.				Males.	Females.	Total.	Regular.																Partial.
King's Col- lege.	Windsor	Rev. C. E. Willets M. A., D. C. L.	a.	b.	4	4	5	3	16	..	16	16	3	1	2	1	3	5	12	2	14	21	1790	507	6	5	2	19							
Presbyterian College	Halifax	Rev. A. Pollok, D. D.	4	1	19	14	11	..	44	..	44	44	3	47	47	1890	333	1	2							
Acadia Col- lege	Windsor	Rev. T. Trotter, D. D.	8	3	43	33	38	28	119	23	143	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	37
Dalhousie College	Halifax	Rev. John For- rest, D. D.	11	18	32	37	34	61	129	35	164	4	22	26	190	17	18	17	35	73	8	9	46	30	66	320	1821	868	29	6	1	..	..	..	..	..	..	83		
St. Francis Xavier's Col.	Antigonish	Rev. A. Thomp- son, D. D.	8	3	43	45	22	11	82	36	121	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
St. Anne's College	Ch'ch Pt.	Rev. G. Blanche.	15	3	10	15	16	24	65	..	65	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total 1899			52	33	151	148	126	127	535	97	532	4	22	26	516	23	19	28	20	48	178	6	11	46	25	71	818	74	..	..	..	..	..	..	..	..	..	1183
Total 1898			54	34	156	118	110	100	339	82	426	201	61	262	562	21	29	24	10	43	162	6	8	52	24	76	788	81	..	..	..	..	..	..	..	..	..	63
Increase			..	..	5	18	12	17	15	66	..	..	..	..	8	4	4	5	16	..	..	..	1	1	..	30	..	..	..	..	..	..	..	..	..	..	..	94
Decrease			2	1	7	..	..	..	..	..	..	..	..	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Exclusive of the Professors of the Law School, situated in St. John, N. B., (b) Non-resident lecturers in Divinity; (c) Included in Arts also; (d) Students in Engineering; (e) School is situated in St. John, N. B.; (f) Eleven graduated by receiving diplomas; (g) St. Francis Xavier is affiliated to the Public School system and these 146 are High School Students in the Antigonish Convent Academy—See Table XIX; (h) St. Anne's College is likewise thus affiliated as the Clara Co. Academy. See Table XX. The figures for this institution are only approximate, on account of destruction of College building on January 18th, 1899.

Table XIX.

TABLE XXI. (Continued).—B.—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.
Statistics for School Year ended Summer of 1899.

No. of Pupils corresponding in General Attainments to each of the Public School Grades of Nova Scotia, as given below.																				
Co. or T.	Name of Institution	Place.	Name of Principal	No. of Teachers.	No. of Pupils corresponding in General Attainments to each of the Public School Grades of Nova Scotia, as given below.													Total.	Average Daily Attendance.	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.			Males.	Females.
Annapolis	St. Andrew's School	Annapolis	E. M. Bradford, M. A.	4	52	7	8	..	..	..	4	5	6	9	10	8	6	42	18	42 (84.)
Colchester	Truro Kindergarten	Truro	Sara B. Patterson	6a	6a	..	..	..	10	..	..	12	19	13	..	2	..	34	..	52 20.
Halifax	La Salle Academy	Halifax	Hec. Alexander	6	6	..	..	..	..	..	..	..	..	..	..	..	..	94	..	94 24
"	Arnold School	"	W. H. Waddell	2	2	..	..	..	..	..	..	..	..	..	..	..	..	24	..	24 28
"	Harrow House School	"	O. M. Acklom, M. A.	3	3	..	..	..	..	..	..	..	..	..	..	..	..	28	80	108 60.
"	Whiston's Commercial College	"	S. E. Whiston	2	2	..	..	..	..	..	..	..	..	..	..	..	..	109	60	169 19.
"	The Masses Forbes School	"	Mary F. Forbes	2	2	1	5	8	4	6	10	17	21	11	8	4	210	6	118 34 19.	
"	Halifax Ladies' College and Conservatory of Music	"	M. S. Ker, Principal	11	11	4	5	6	10	13	17	16	15	6	2	2	63	96	196 435.	
"	Academy of the Sacred Heart	"	C. J. Porter, Director	17	17	4	5	5	4	11	16	10	6	13	20	6	4	103	103	103 91.
Hants	Mount St. Vincent	Rockingham	Mother M. Lewis	16	16	4	5	5	4	11	16	10	6	13	20	6	4	103	103	100. 81
"	Church School for Girls	Windsor	B. L. Letroy (Wife)	9	9	..	..	..	..	..	..	..	..	..	..	..	..	61	81	81 81
Kings	Acadia Seminary	"	F. T. Handcomb	2	2	..	..	..	..	..	..	..	..	..	..	..	..	20	20	20 29
"	Hort in Collegiate Academy.	Wolfville	E. L. Brittain	14	14	..	..	..	..	..	..	..	..	..	..	..	..	49	49	49 49.
"	Acadia Villa School	"	A. McN. Patterson, A. M.	6	6	..	..	..	..	..	..	..	..	..	..	..	..	48	51	60 60
Pictou	Stella Maria Convent	Pictou	Sr. St. Romula	4	4	9	13	10	10	9	16	12	8	6	4	..	..	69	7	79 63
"	St. John Baptist Academy	New Glasgow	Sr. St. Winifred	3	3	27	24	33	37	9	20	13	8	3	..	..	..	58	83	136 67
"	Our Lady of Lourdes School	Lourdes	Sr. M. Helena	3	3	45	25	18	32	20	..	..	..	..	..	..	..	88	82	170 150.
Yarmouth	Frederic Academy	Yarmouth	Eudora R. Hilton	1	1	..	..	..	..	..	..	..	..	..	..	..	..	5	7	12 9
			Total 1899	136	53	..	..	..	..	..	..	..	..	..	..	..	..	692	1187	1879 1129 2
			" 1898	117	50	..	..	..	..	..	..	..	..	..	..	..	..	710	1161	1861 1118.
			Increase	19	3	..	..	..	..	..	..	..	..	..	..	..	..	82	126	18 17 2
			Decrease	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Figures in brackets (), are estimates made in the Education Office in order to make an approximate sum total possible. The classification into grades is only approximate, in some cases based perhaps on the age of pupils, in others on the English, or Mathematics, or Classics. In some institutions the Principals have been unable to make an approximate classification, and therefore the grade total have not been made.

(a) Of the teachers mentioned above, 5 were pupil teachers, students of the Kindergarten Training Class. (b) These institutions are ungraded, or consist of Grades from Elementary upwards, not easily comparable with the Standard Grades. (c) General students pursuing one or more subjects only. (d) In connection with this institution there is a Manual Training Department with 20 pupils.

**TABLE XXII.—EXPENDITURE OF GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.,
For the Fiscal Year ended September 30th, 1899.**

COUNTIES.	Common Schools.				County Academies.	Total assignable to Counties.	OTHER SERVICES AND TOTAL GOVERNMENT EXPENDITURE FOR EDUCATION.	
	Population.	No. of Schools in session.	No. of Pupils registered.	Sum of Gov. Grants.	Cost to Gov. per pupil.			
Annapolis.....	19,350	120	4,644	\$ 9,883 83	\$2 13	\$ 10,383 83	Inspectors' Salaries	\$12,900 00
Antigonish.....	16,114	98	3,129	*6,188 37	1 97	7,688 37	" Stationery, Postage, &c	525 00
Cape Breton.....	34,244	162	7,632	12,571 10	1 64	13,571 10	Examination (net)	2,261 07
Colchester.....	27,160	138	6,050	11,933 14	1 97	13,433 14	Travelling Expenses—Normal School Students	2,208 60
Cumberland.....	34,529	208	9,039	15,881 15	1 75	17,381 15	Salaries (Education Office)	3,400 00
Digby.....	19,897	105	4,884	7,643 97	1 56	9,227 97	Travelling Expenses—Superintendent	400 00
Guysboro.....	17,185	89	3,777	6,110 17	1 61	7,887 17	Office Expenses—Registrars, Register Covers, Postage, Expressage, Telegrams, Stationery, &c	1,047 70
Halifax County.....	32,863	155	7,325	11,839 88	1 61	13,678 88	Total	\$ 24,742 37
Halifax City.....	38,495	148	7,956	13,157 97	1 65	14,877 97	Last column (less \$15 70 Common Schools refund)	199,481 28
Hants.....	22,082	125	4,857	9,651 53	1 98	11,611 53	Total Public Schools, 1899	\$224,223 65
Inverness.....	23,779	149	5,516	10,328 82	1 87	12,188 82	Institution for Deaf and Dumb	6,075 00
Kings.....	22,486	127	5,257	10,461 30	1 98	11,461 30	Halifax School for the Blind	4,537 50
Lunenburg.....	31,075	177	7,612	12,623 89	1 65	14,623 89	Normal and Model Schools	9,581 60
Pictou.....	34,541	180	7,030	13,925 21	1 96	15,950 21	School of Agriculture	1,650 00
Queens.....	10,810	58	2,149	4,552 00	2 11	6,704 00	Government Night Schools	295 18
Richmond.....	14,399	72	2,993	5,008 92	1 67	7,008 92	Summer School of Science	100 00
Shelburne.....	14,958	84	3,378	6,869 15	1 97	8,848 15	Total Government Expenditure, 1899	\$246,462 98
Victoria.....	12,432	70	2,177	4,635 78	2 14	6,811 78	"	245,837 72
Yarmouth.....	22,216	115	5,212	9,387 39	1 80	14,604 39	Increase	\$826 21
Total 1899	450,396	2390	100,617	\$192,473 06	1 81	\$199,496 96		
" 1898.....	450,396	2385	101,203	182,592 19	1 80	199,532 19		
Increase		5		\$118 53	\$0 01	\$35 21		
Decrease								

* Less, \$1.09 refunded. † Less \$14.61 refunded. Total refund Common Schools, \$15.70.

TABLE XXIII.—PROVINCIAL HIGH SCHOOL EXAMINATION, JULY, 1899.—(Continued).

STATION.	FEMALE C.				MALE D.				FEMALE D.				Total received Grade A.	Total failed Grade A.	Total received Grade A "Partial."	Total failed Grade A "Partial."	Received Grade B on A examination.	Received Grade B on B examination.	Total received Grade B.	Total failed Grade B.	Received Grade C on A examination.	Received Grade C on B examination.	Received Grade C on C examination.	Total received Grade C.	Total failed Grade C.	Received Grade D on B examination.	Received Grade D on C examination.	Received Grade D on D examination.	Total received Grade D.	Total failed Grade D.	Total received Certificates.	No. received Grade applied for.	No. received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total No. failed.	
	Candidates for Grade C.	Received Grade C.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.																								Failed.
Amherst	25	16	4	5	30	16	14	37	18	19	1	1	1	1	1	7	1	1	1	1	30	31	5	1	1	1	40	33	79	72	2	39				
Annapolis	10	7	3	5	5	2	3	15	4	11	1	1	1	1	1	4	1	1	1	1	8	11	1	1	1	1	10	14	25	18	1	16				
Antigonish	18	7	6	5	21	6	15	30	10	20	4	1	1	1	1	9	2	1	1	1	8	11	10	10	1	1	27	35	52	38	3	47				
Arichat	4	1	1	3	9	1	8	10	1	9	1	1	1	1	1	3	1	1	1	1	1	2	7	1	1	6	17	10	34	5	1	28				
Baddeck	19	6	8	5	10	4	6	17	5	12	1	1	1	1	1	2	1	1	1	1	10	10	10	10	1	1	21	18	34	22	12	23				
Barrington	11	3	3	2	8	3	5	19	8	11	1	1	1	1	1	4	1	1	1	1	5	8	3	3	1	1	18	16	33	22	10	19				
Berwick	14	3	3	4	5	3	2	29	9	20	1	1	1	1	1	6	2	1	1	1	19	23	4	5	1	1	20	22	32	21	11	27				
Bridgetown	21	14	7	1	10	3	7	13	4	9	1	1	1	1	1	4	1	1	1	1	9	11	13	13	1	1	25	16	54	32	6	38				
Bridgewater	19	7	6	10	6	2	4	32	11	21	1	1	1	1	1	1	1	1	1	1	9	11	13	13	1	1	16	25	28	21	4	38				
Canso	3	4	3	1	1	1	1	11	4	7	1	1	1	1	1	2	1	1	1	1	7	4	4	4	1	1	8	8	9	4	5	14				
Cheticamp	10	4	5	1	4	1	4	3	3	3	1	1	1	1	1	1	1	1	1	1	13	14	1	1	1	1	6	7	20	13	7	8				
Church Point	10	3	5	2	14	12	2	8	4	4	1	1	1	1	1	1	1	1	1	1	9	10	5	2	1	1	18	6	37	25	12	11				
Digby	19	15	4	2	4	2	2	11	9	2	1	1	1	1	1	3	1	1	1	1	16	19	3	3	1	1	15	7	42	32	9	10				
Guysboro	8	2	3	3	4	2	2	11	9	5	1	1	1	1	1	1	1	1	1	1	3	3	13	13	1	1	12	4	19	15	4	7				
Halifax	95	70	12	13	63	48	20	110	59	51	3	4	5	1	1	46	1	1	1	1	106	117	13	13	1	1	128	71	298	265	23	93				
Kentville	11	4	2	7	6	3	6	28	4	24	2	2	5	2	2	11	3	3	3	2	9	16	9	9	1	1	30	15	42	29	10	46				
Liverpool	13	9	2	2	7	7	7	30	22	8	1	1	1	1	1	7	2	2	2	1	14	16	4	4	1	1	19	15	50	40	8	24				
Lockeport	9	2	5	2	12	7	5	15	5	10	1	1	1	1	1	2	1	1	1	1	3	5	5	5	1	1	12	12	25	16	16	18				
Lunenburg	42	18	8	16	12	9	3	35	16	19	1	1	1	1	1	11	1	1	1	1	20	28	18	18	1	1	35	23	74	56	10	43				

Maitland	21	9	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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TABLE XXIV.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION,
FOR THE FISCAL YEAR ENDED SEPT. 30TH, 1899.

Provincial Grant to Teachers	\$182,473 66
County Academy Grant	17,023 32
Examination (gross)	5,540 60
Inspection	14,425 00
Normal and Model Schools	9,581 60
Travelling Expenses—Normal School Students	2,208 60
School of Agriculture	1,650 00
Institution for Deaf Dumb	6,075 00
School for the Blind	4,537 50
Government Night Schools	295 18
Summer School of Science	100 00
Expenses (office)	1,047 70
Salaries	3,400 00
Travelling Expenses—Superintendent	400 00
	<hr/>
	\$248,758 16
Less—Refund Provincial Grant	\$ 15 70
“ Examination Fees	2279 53
	<hr/>
	2,295 23
	<hr/>
	\$246,462 93
	<hr/>

PART III.

APPENDICES.

1. The first part of the document is a list of names and titles, including the names of the authors and the titles of the works. This list is organized in a table format with three columns: the first column contains the names of the authors, the second column contains the titles of the works, and the third column contains the names of the publishers or printers. The list is organized alphabetically by the author's name.

APPENDIX A.

REPORT OF NORMAL SCHOOL.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

SIR,—As shown in the subjoined list of students of the Normal School, the total enrolment for the session 1898-9 was 189. Twenty-one, including eleven graduates of colleges, were admitted to the class working for Academic Rank, seventy-eight to the class for First Rank, forty-eight to the class for Second Rank, and forty-two to that for Third Rank.

At the close of the session twelve were graduated in Academic Rank, sixty-two in First Rank, sixty-four in Second Rank, and forty-six in Third Rank. That the number of graduates in Second and Third Ranks exceeded the number admitted to the corresponding classes is explained by the fact that some of these were competitors for a higher diploma.

In accordance with our usual practice several college graduates who did not hold High School Certificates of Grade A were admitted to the A class; also several students not qualified by High School certificate were admitted to other classes on examination. In all such cases diplomas of the rank competed for are withheld until the candidate has obtained the required certificate. Since the close of the term three of those thus debarred from Academic Diploma, and five of those debarred from Second Rank Diploma, have removed the disability by passing the July examinations, and they have accordingly been admitted to the Normal School Rank for which they competed.

As stated in former reports students who do not fully sustain the professional character of the rank for which they compete are awarded "Interim" diplomas of a lower rank, but they may subsequently be advanced to the rank competed for, on the presentation of an Inspector's certificate of one year's successful work in the school room; also holders of First Rank Diploma, on obtaining High School Certificate of Grade A, together with an Inspector's certificate of one year's successful work as first class teachers, may be advanced to Academic Rank. Thus, on one or other of these grounds, eleven students of former years have been transferred from First to Academic Rank; thirteen from Second Rank to First Rank; four from Third to Second Rank; and one from Provisional Third to Third Rank.

Probably the most characteristic feature of the year's history is the largely increased amount of practice in teaching which we have

been able to give the students under training. The Model School, from which we draw classes for this purpose, comprises the eight common school grades with from ten to fifteen pupils in each grade. This is quite inadequate for thorough training in practical teaching, and is becoming increasingly so every year as the number of students at the Normal School increases. Another teacher and additional class room in the Model School department would add greatly to our facilities for good work. During the past year, to a greater extent than heretofore, for practice in teaching High School subjects, classes of Normal School students were used in the same manner as are those of the Model School, the lower grades being taught by those of more advanced grades.

It may be proper to remark for the information of persons unacquainted with the working of the Normal School, that our system of classifying graduates is based primarily on the scholastic qualifications of students. For example, a High School Certificate of Grade A which is strictly a scholarship credential, admits a candidate to the Normal School course for Academic Diploma; similarly the High School Certificate of Grade B admits to the course for First Rank Diploma; and the certificate of Grade C to the course for Diploma of Second Rank. These several ranks of diploma express no comparative estimate of professional skill. Indeed within the limits of the scholarship qualifications superiority in skill may lie with one who holds the lower rank. And, further, it must not be supposed that any very exact uniformity of teaching power characterizes the graduates in any one of the classes named. In this regard the conditions governing the action of the Normal School Faculty are not dissimilar to those which appertain to our Colleges and Universities. There may be, and I believe there always is, a wide range of merit within the limits of a B. A. degree, determined in a rather loose way on the one side by the minimum qualifications accounted a pass, and extending indefinitely to an ideal maximum on the other side. We endeavor to indicate our estimate of the comparative teaching ability of graduates in any given class by a number attached to the Diploma, varying from the pass mark of 45 to a maximum of 100. That our graduates, even some of those in whom we had considerable confidence, sometimes fail is freely conceded; but we can comfort ourselves—if comfort it be—that this is what happens in the experience of every institution of learning. The Faculty of the Normal School, if disposed to be censorious, could make a strong bill of indictment against our most pretentious universities by a showing of the work which they sometimes turn out. Another, and a much more satisfactory ground of comfort we have in the assurance that whatever may be the shortcomings of Normal School graduates, their successes are more numerous and more pronounced in consequence of their having attended this Institution.

Among the conditions that would contribute to the higher status of the Normal school, as well as the greater efficiency of the public schools throughout the Province, is more thorough scholarship on the part of those who come to us for training in the art of teaching. In

my report of last year I called attention to this matter, and it is fraught with consequences of so grave a character, that I ask your forbearance—or may I not say a patient hearing?—if I try to give emphasis to my suggestion by repetition. In every class there is defective scholarship, defect so serious that it seems to suggest the great importance of looking for some more effective method of testing scholarship qualification than is that now adopted in Nova Scotia. As there seems to be a superabundance of teachers in the Province, is the present not an opportune time for raising the standard of qualification? And would it not be practicable and advantageous to subject candidates for license, at least the higher grades, to some oral and laboratory tests in addition to a written examination?

Allow me to repeat what I said in my last report in regard to teachers of the Third Class:—"While I freely concede that some teachers of this class have such knowledge of elementary subjects as enables them to do fairly satisfactory work, I am convinced that a very large proportion of them have not sufficient scholarship to make them safe instructors of our youth." If cutting off this class wholly from the teaching staff of the Province is regarded as too radical a measure, can we not afford to limit this class to those who hold the High School Certificate of Grade C and the "Minimum Professional Qualification?" There now lies before me a paper of three pages, handed in as a class exercise a day or two ago by a student who, at the last July examination, made an aggregate of 439 on D. In this paper there are twelve or fourteen common words misspelled, such as "dilligent" and "goverment," and to give an idea of other features I quote from it the following: "The teacher should strive to train the pupil to habits of economy, self-controle, and self-reliant, and to develope in the child principles of honesty, truthfulness and fidelity. . . . The reading lesson should be so selected that will it furnishes practice in reading fraught with high-toned moral sentiments."

Still another limitation to the effective working power of the Normal School, and one to which I called attention last year, is the lack of accommodation in the manual-training room and laboratory. Allow me here also to quote from my last report: "This is really becoming a serious obstruction to effective work. With the larger classes now in attendance, lessons have to be duplicated, or even repeated more frequently, in order to bring them within the reach of all. No part of the Academic qualifications needs to be more carefully and thoroughly reviewed, I might almost say taught anew, than do the science subjects. Attainments in these subjects have been gained chiefly from books, and, as may be easily understood, they are nearly worthless either for mental discipline or for practical use in the affairs of life. Without full laboratory equipments the Normal School can do little along these lines for the improvement of students." From the action of the Legislature at its last session I had hoped that by the beginning of a new term we should have ample accommodation and equipments in a new Science building to meet our wants. Unfortunately, it appears, that through some misapprehension as to the

extent of the need, the funds provided were inadequate, and the work was not undertaken. I trust that at the next session of the Legislature full provision will be made for carrying out this greatly needed extension of our working rooms and apparatus.

I have the honor to be,

Yours respectfully,

JOHN B. CALKIN,
Principal.

Normal School, Truro, N. S., Sept. 1st, 1899.

STUDENTS OF SESSION 1898-9.

AWARDED ACADEMIC DIPLOMAS.

Bingay, Norna B.	Yarmouth	Yarmouth.
Blanchard, Aubrey B., B. A.	Truro	Colchester.
Cameron, Ira W., M. A.	Glace Bay	Cape Breton.
Dukeshire, Stanley C., B. A.	Maitland	Annapolis.
Hemmeon, J. Clarence, B. A.	Wolfville	Kings.
McDonald, Alexander D.	Pictou	Pictou.
McDonald, John D.	Barney's River	Pictou.
McLeod, Daniel F.	Union Centre	Pictou.
McKimmie, Alexander A.	Pictou	Pictou.
Richards, Thomas R.	Little Bras d'Or	Cape Breton.
Shinner, Harry R., B. A.	Halifax	Halifax.
Vaughan, Clement L., B. A.	Sheffield Mills	Kings.

QUALIFIED FOR ACADEMIC DIPLOMA ON OBTAINING
HIGH SCHOOL CERTIFICATE OF GRADE A,—IN
THE MEANTIME HOLDING FIRST RANK.

Brodie, William S., B. A.	Halifax	Halifax.
*Calder, Robert L., B. A.	West Bay	Inverness.
*Cameron, Edward C.	Intervale	Guysboro.
Freeman, Willard N., B. A.	Milton	Queens.
Kennedy, Elizabeth E., B. A.	Halifax	Halifax.
*Urquhart, Howard D.	St. Peter's	Richmond.

*Advanced to Academic Rank since close of Session.

QUALIFIED FOR ACADEMIC RANK AFTER ONE YEAR'S
SUCCESSFUL TEACHING—IN THE MEANTIME
HOLDING FIRST RANK DIPLOMA.

Armstrong, Arthur A.	Brookfield	Colchester.
McCarthy, Mary W.	Kentville	Kings.

AWARDED FIRST RANK DIPLOMA.

Archibald, Nettie B.	Truro	Colchester.
Brayley, G. Grant	Parrsboro	Cumberland.
Boehner, Charles F.	Paradise	Annapolis.
Boreham, Ethel M.	Halifax	Halifax.
Brennan, Daniel S.	Brookfield	Colchester.
Carter, Frederick	Salem	Cumberland.
Crisp, William K.	Inglisville	Annapolis.
Crowe, Margaret M.	Truro	Colchester.
Cutten, Nella F.	Truro	Colchester.
Davidson, Milton S.	Aylesford	Kings.
Dunn, Mary H.	Bear River	Digby.
Durling, Ruby E.	Paradise	Annapolis.
Eakins, Margaret I.	Yarmouth	Yarmouth.
Egan, Jean G.	Halifax	Halifax.
Foote, C. Perry	Billtown	Kings.
Grant, Florence C.	Springville	Pictou.
Harris, Lorne W.	Bear River	Digby.
Hopkins, Marion J.	Yarmouth	Yarmouth.
Jack, Martha	Truro	Colchester.
Jamieson, Ida B.	Truro	Colchester.
Killam, Harold E.	Woodville	Kings.
Knowles, Bessie M.	Upper Woods Harbor.	Shelburne.
Lee, Mabel H.	Aylesford	Kings.
Leitch, Holly A.	Parrsboro	Cumberland.
Logan, Maggie B.	Milford	Hants.
McIsaac, James W.	Moose Riv. Gold Mines.	Halifax.
McKay, Ena G.	Truro	Colchester.
McLean, Mary A.	Weston	Kings.
McWilliams, Janie C.	Central Onslow	Colchester.
Martin, Margaret L.	East Jordan	Shelburne.
Meek, Lena R. P.	Windsor	Hants.
Moseley, Ethel F.	Dartmouth	Halifax.
Murphy, Mary J.	Port Hood	Inverness.
Murray, Grace E.	Yarmouth	Yarmouth.
Palmer, Myrtle M.	Melvorn Square	Annapolis.
Patterson, Annie M.	Aylesford	Kings.
Pennington, Margaret H.	Halifax	Halifax.
Pothier, André G., B. A.	Tusket Wedge	Yarmouth.
Reid, Ada M.	Truro	Colchester.

Rice, Hattie A.	Baddeck Forks.	Victoria.
Rogers, Alvah B.	Stellarton.	Pictou.
Roy, Mary D.	Maitland.	Hants.
Rutherford, Blanche.	Truro.	Colchester.
Sanford, Mattie V.	Summerville.	Hants.
Sangster, James O.	Guysboro.	Guysboro.
Sims, Susie A.	Halifax.	Halifax.
Smeltzer, Harold R.	Mahone Bay.	Lunenburg.
Spencer, Mabel E.	Halifax.	Halifax.
Spinney, Clifford C.	Melvorn Square.	Annapolis.
Stronge, Gertrude A.	Kentville.	Kings.
Sutherland, Christina B.	Millsville.	Pictou.
Tupper, Mary.	Dartmouth.	Halifax.
Whalen, Annie T.	Halifax.	Halifax.
Wyman, Jessie.	Yarmouth.	Yarmouth.

**QUALIFIED FOR FIRST RANK DIPLOMA, ON OBTAINING
HIGH SCHOOL CERTIFICATE OF GRADE B,—IN
THE MEANTIME HOLDING SECOND RANK.**

Allan, Margaret E.	New Glasgow.	Pictou.
Archibald, Jessie M.	Salmon River.	Colchester.
Borden, Alfred J.	Hantsport.	Hants.
Gilliatt, Mary L.	Clementsport.	Annapolis.
Hilton, Winnifred.	Yarmouth.	Yarmouth.
Lantz, Sara T.	Mahone Bay.	Lunenburg.
McKenzie, Georgie A.	Truro.	Colchester.
Munro, Lily F.	Antigonish.	Antigonish.
Parker, Van Esse.	Berwick.	Kings.
Putnam, Clara A.	Maitland.	Hants.
Smith, Helen.	Truro.	Colchester.
Smith, Janie C.	Truro.	Colchester.
Stevens, John S.	Barrington Passage.	Shelburne.
Turner, Flora A.	Head of Jordan.	Shelburne.
Wyman, Nellie.	Yarmouth.	Yarmouth.
Young, I. Rena.	Millsville.	Pictou.
Zwicker, Hattie L. M.	Mahone Bay.	Lunenburg.

**QUALIFIED FOR FIRST RANK DIPLOMA AFTER ONE
YEAR OF SUCCESSFUL TEACHING,—IN THE
MEANTIME HOLDING SECOND RANK.**

Clark, Frances C.	Bedford.	Halifax.
Fraser, Mabel O.	New Glasgow.	Pictou.
Jackson, Eva B.	Clarence.	Annapolis.
Pulsifer, Bessie M.	Wittenburg.	Colchester.

AWARDED SECOND RANK DIPLOMAS.

Archibald, Minnie J.....	Harmony	Colchester.
Bain, Ethel M.....	Dayton	Yarmouth.
Bingay, Sarah T.....	Port Maitland	Yarmouth.
Bogart, Clara C.	Granville Centre	Annapolis.
Boucher, Eugene J.....	Arichat	Richmond.
Burke, Annie C.....	Barronsfield	Cumberland.
Carmichael, Thomas H.....	Windsor ..	Hants.
Cornwell, Janet M.....	Waterford.....	Digby.
Crispo, Mary A.....	Hâvre à Boucher.....	Antigonish.
Crockett, Annie C.....	Hopewell	Pictou.
Crossley, Nellie B.	Cheverie	Hants.
Devine, Matthew E.....	Pubnico.....	Yarmouth.
Dickson, Margaret J.....	Sonora	Hants.
Dickey, Elizabeth	Middle Musquodoboit.	Halifax.
Doyle, John O'N.	Margaree Forks.....	Inverness.
Eaton, Edwin K.....	Truro	Colchester.
Fisher, Edna M.	Newton Mills ..	Colchester.
Foster, Laurie E.....	Centre Clarence	Annapolis.
Goodwin, Pryor C.....	Pubnico Head	Yarmouth.
Henley, Mary I.....	Roslin ..	Cumberland.
Hunter, Lillian F.....	Springhill.....	Cumberland.
Joy, Harriet H.....	Truro	Colchester.
Kerr, Pearl.....	New Glasgow	Pictou.
MacArthur, Ethel E.....	Nappan	Cumberland.
McDonald, Catherine.....	Gillander's P. O.	Victoria.
MacDonnell, Marguerite T.	Port Hood.....	Inverness.
McGuire, Fereby A.	Salmon River ..	Guysboro'.
McKean, George A. R.	West La Have Ferry.	Lunenburg.
McLennan, Angus J.....	Margaree Harbor....	Inverness.
Macleod, Malcolm A.....	Loch Lomond, West .	Richmond.
McNutt, Elizabeth J.....	Salmon River	Colchester.
O'Brien, Mary L.....	Noel Shore	Hants.
Phinney, Lulu M.....	Bear River	Digby.
Purdy, Lennie S.....	Plymouth	Yarmouth.
Putnam, Margaret E.....	Lower Onslow.....	Colchester.
Putnam, Mary D.....	South Maitland	Hants.
Ritcey, Norman J.....	Ritcey's Cove	Lunenburg.
Roach, Grace D.....	Hartford	Yarmouth.
Rose, Clarence A.....	Urbania	Hants.
Sutherland, Cecilia	Port Hood.....	Inverness.
Sutherland, Minnie J.....	Goshen	Guysboro'.
Thibadeau, Rose A.....	Church Point ..	Digby.
Weston, Mary L.....	Rockville..	Yarmouth.

QUALIFIED FOR SECOND RANK DIPLOMA ON OBTAINING
HIGH SCHOOL CERTIFICATE OF GRADE C,—IN
THE MEANTIME HOLDING THIRD RANK.

*Brundage, Katherine	.....	Tidnish	.....	Cumberland.
*Dickey, Amelia	.....	Middle Musquodoboit	.....	Halifax.
*Goudey, Mary J.	.....	Port Maitland	.....	Yarmouth.
*McIntosh, Jessie M.	.....	Argyle	.....	Guysboro'.
MacLean, Mary C.	.....	Louisburg	.....	Cape Breton.
*Nelson, Nancy	.....	Central New Annan	.....	Colchester.

*Advanced to Second Rank since close of session.

QUALIFIED FOR SECOND RANK DIPLOMA AFTER ONE
YEAR'S SUCCESSFUL TEACHING,—IN THE
MEANTIME HOLDING THIRD RANK.

Lynch, Marion E.	Shubenacadie	Hants.
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AWARDED THIRD RANK DIPLOMAS.

Amiro, Estelle	Tusket Hill	Yarmouth.
Baird, Vesta I.	Two Rivers	Cumberland.
Balser, Lilla B.	.....	Port George	.....	Annapolis.
Bannerman, Elspeth	.....	Kenzieville	.....	Pictou.
Blair, Maude E.	.....	Wallace Bridge	.....	Cumberland.
Boyle, Mary I.	.....	West Arichat	.....	Richmond.
Brenton, Maude	.....	Brookfield	.....	Colchester.
Cameron, Mary	.....	McPherson's Mills	.....	Pictou.
Carroll, Mary A.	.....	Guysboro'	.....	Guysboro'.
Carter, Florence	.....	Salem	.....	Cumberland.
Cook, Ethel A.	.....	Cook's Cove	.....	Guysboro'.
Cunningham, Clissie I.	.....	Stony Island	.....	Shelburne.
Davison, Blanche O.	.....	Campbellton	.....	N. B.
DeAddier, Lutzard	.....	New Ross	.....	Lunenburg.
Dench, Mabel E.	.....	Parrsboro	.....	Cumberland.
Dewar, Bertha R.	.....	Dewar's Mills	.....	Pictou.
Forrest, Lily M.	.....	Amherst Pt.	.....	Cumberland.
Grant, Catherine	.....	Bailey's Brook	.....	Pictou.
Hamilton, F. Mabel	.....	Clifton	.....	Colchester.
Hart, Bert	.....	N. E. Margaree	.....	Inverness.
Hart, Gertrude R.	.....	Port Hood	.....	Inverness.
Langley, Harriet E.	.....	Sunnyside	.....	Richmond.
Lightbody, Susie E.	.....	Belmont	.....	Colchester.
McCallum, Christina	.....	Camden	.....	Colchester.
McDonald, Annie C.	.....	Lower Barney's River	.....	Pictou.

McDonald, Isabelle.....	Salem Road	Cape Breton.
McDonald, Mary E.	South Side Harbor ..	Antigonish.
McDonald, Ella W.....	Harmony.....	Colchester.
McGillivray, Mary.....	Dunmaglass	Antigonish.
McIntosh, Sadie C.....	Pleasant Bay	Inverness.
McKay, Janie C.....	Montague Mines	Halifax.
Melançon, Josephine M.....	Corberrie	Digby.
Morrison, Flora	Loch Lomond	Richmond.
O'Toole, Henrietta.....	St. Peter's.....	Richmond.
Patterson, Mabel G.	Three Fathom Harbor.	Halifax.
Tobin, Amelia M.	Whitney Pier, Sydney.	Cape Breton.
Walker, Annie J.....	Basin Riv. Inhabitants.	Richmond.
Wentzell, Jemima	Park's Creek.....	Lunenburg.
Wheaton, Emma M.....	Guysboro'	Guysboro'.

COURSE UNCOMPLETED.

Brownrigg, James D.....	West River	Pictou.
Hamilton, James E.	Brookfield	Colchester.
McGrath, James DeL.....	Arichat	Richmond.
MacPhie, Ethel B.	Antigonish	Antigonish.
Thompson, Susie	Bloomington	Annapolis.

STUDENTS OF FORMER YEARS ADVANCED ON OBTAIN-
ING HIGHER GRADE OF CERTIFICATE, OR ON
INSPECTOR'S CERTIFICATE.

FROM FIRST TO ACADEMIC RANK.

Best, Lillian G.	Grafton.....	Kings.
Crombie, Isaac	Plympton	Digby.
Crowe, Henry S.....	Onslow	Colchester.
DeWolfe, Loran A.....	West Gore	Hants.
Hewitt, Minnie	Lunenburg	Lunenburg.
McBain, Alex. R.	Meadowville.....	Pictou.
McDougall, Euphemia M..	Parrsboro	Cumberland.
Mack, Edward E.	Mill Village	Queens.
McKay, Murdoch S.	High View	Assiniboia.
McLean, S. Clifford ..	New Glasgow	Pictou.
McLeod, Albert C.....	Milton	Queens.
Shaw, Percy J.....	Berwick	Kings.
Webster, Winifred M.....	Brooklyn St	Kings.

FROM SECOND RANK TO FIRST RANK.

Bool, Annie A.	Truro	Colchester.
Dill, Ethel E.	St. John	N. B.
Durland, Royden K.	Yarmouth	Yarmouth.
Freeman, Alberta S.	Milton	Queens.
Harding, Harry F.	Sherbrooke	Guysboro.
McDonald, William W.	Lockeport	Shelburne.
McLeod, Alice	North Sydney	Cape Breton.
Margeson, J. Willis	Berwick	Kings.
Moore, Clara M.	Truro	Colchester.
Purdy, James D.	Springhill	Cumberland.
Rines, Alfred	Maitland	Hants.
Spencer, Linnie G.	Great Village	Colchester.
Sutherland, Jennie I.	Halifax	Halifax.

FROM THIRD RANK TO SECOND RANK.

Knock, Laura M.	Lunenburg	Lunenburg.
Tompkins, Mary E.	M. Margaree	Inverness.
Webber, Annie E.	Burncoat	Hants.
Withrow, Spencer	Shubenacadie	Hants.

FROM THIRD RANK PROVISIONAL TO THIRD RANK.

Christie, Gertrude	Truro	Colchester.
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GOVERNOR-GENERAL'S MEDALS.

<i>Silver Medalist,</i>	
Bessie M. Knowles	Upper Woods Harbor. Shelburne.
<i>Bronze Medalist,</i>	
Thomas H. Carmichael	Windsor Hants.

STATISTICAL SUMMARY.—NORMAL SCHOOL.

YEAR.	No. of Teachers.	PUPILS.		EXPENDITURE.				TOTAL.
		Total number enrolled.	Received Diplomas.	Salaries of Teachers.	Salary of Janitor.	Cost of Fuel.	Contingencies, Stationery, etc.	
1898	7	152	147	\$7450	\$425	\$258 00	\$526 83	\$8659 83
1899	7	189	184	7550	425	266 25	612 54	8853 79

MODEL SCHOOL.

YEAR.	No. of Teachers.	PUPILS.		EXPENDITURE.			TOTAL.
		Average daily attendance.	Total number different Pupils registered.	Salaries of Teachers.	Amount received from Province.	Amount received from Irro.	
1898	2	90	126	\$1200	\$700	\$500	\$1200 00
1899	2	105.8	134	1200	700	500	1200 00

SCHOOL OF AGRICULTURE.

SIR,—I have the honor of submitting this, the fourteenth annual report of the School of Agriculture. The work has been carried on in the rooms used last year at the corner of Revere and Queen Streets, Truro. While the best available they are wholly inadequate for our use. In spite of these conditions it has been a fairly successful year. The forty-eight students registered were all that could be accommodated. They came from the following counties: Yarmouth, Digby, Annapolis, Kings, Hants, Cumberland, Pictou, Antigonish, Halifax, Richmond, Cape Breton, and from Scotland. Six were graduates of some college. Five attended college but have not yet graduated. Sixteen hold "A" licenses. Fifteen hold "B" licenses.

A. G. Macdonald, M.A., of the Normal School, kindly gave a very instructive course in Land Surveying to a class from this school during the summer.

AN AGRICULTURAL COLLEGE.

The proposal to establish an Agricultural College, if carried out, will not make the work which this school has done or is doing any less valuable, but rather increase its importance and justify its support as the means of preparing our young people to attend such a college, in addition to the present purposes of the school.

By reference to my former reports it will be seen that for years I have urged the gradual increase of our staff and the increase of technical education in our province. I cannot but believe that these are best accomplished by the gradual upbuilding of our present institutions.

ATTENDANCE.

It is a matter of satisfaction to find that so many have desired to attend since the loss of the original building by fire, and particularly in view of the possible establishment of an Agricultural College. I have had to discourage some from attending rather than encourage them to attend, as we have had more students than could be properly instructed in our temporary quarters and with our insufficient appliances. After registering, a few were obliged to omit part of the work they desired to do on account of these conditions.

A number who had applied for admission did not come when they found that the new building would not be available. Others who had formerly attended here went to other institutions for the same reason.

LIST OF STUDENTS FOR 1899.

William M. Aymar	Digby.
William McKenzie Bruce.....	Truro.
William S. Brodie, B. A	Halifax.
John G. Black	Scotland.
George Hogarth Cain	Yarmouth.
Fred L. Crowe.....	Truro.
Nella Cutten	Truro.
William P. Fraser.....	New Glasgow.
J. Perry Foote.....	Lakeville, Kings Co.
Milton Daniel Grant, B. A.....	New Glasgow.
R. Leigh Hunt.....	Port Maitland, Yarmouth Co.
Clare C. R. Linton.....	Truro.
Joseph P. Landry.....	Antigonish.
Georgia Alice McKenzie.....	Truro.
Robert B. MacIntosh Murray.....	Shubenacadie, Hants Co.
John D. McDonald	Barney's River, Pictou Co.
William Isaac McDougall	Truro.
V. W. Messenger.....	Tupperville, Annapolis Co.
A. W. Nickerson, B. A.....	Salem, Yarmouth.
Sadie Peppard	Truro.
Thomas R. Richards.....	Little Bras d'Or.
Alfred Rines.....	Maitland, Hants Co.
Alexander Roy.....	Maitland, Hants Co.
Ada M. Reid.....	Truro.
William Arthur Reid	Musquodoboit, Halifax Co.
William Suckling.....	Truro.
William Semple	Truro.
A. W. Leslie Smith	Truro.
John Forsyth Smith	Truro.
J. Malcom Swaine.....	Ohio, Yarmouth Co.
A. Gordon Spencer	Truro.
Harry A. Stewart.....	Pictou.
Percy J. Shaw, B. A.....	Berwick, Kings Co.
George Worsley Taylor	Tidnish, Cumberland Co.
Arthur Benjamin Taylor.....	Halifax.
Louise L. Thomas.....	Truro.
Howard D. Urquhart	St. Peter's, Richmond Co.
Henry D. Wood	Glasgow, Scotland.

SPECIAL STUDENTS.

O. Hayward Linton	Truro.
George Grassie Archibald.....	Truro.
Loie A. Richardson	Truro.
Maggie Logan	Milford, Hants Co.
Ella Rettie	Truro.
Florence Donovan	Truro.
P. C. Goodwin	Pubnico, Yarmouth Co.
Robert M. Benvie	Salt Springs, Pictou Co.
Stephen H. Rogers, B. A.....	Western Kings Co.
Fred O. Foster, B. A.....	Up. Granville, Annapolis Co.

The following students graduate or receive certificates this year.

TEACHER'S DIPLOMA.

William Moody Aymar, Digby. Thesis—"The Potato, its growth and culture."

Fred Lester Crowe, Truro. Thesis—"Leguminous Crops."

William P. Fraser, New Glasgow. Thesis—"Nova Scotian Ferns."

Percy J. Shaw, B. A., Berwick. Thesis—"Agricultural Education."

FARMER'S DIPLOMA.

Joseph Patrick Landry, Antigonish. Thesis—"Chicken Fattening."

Robert Burns MacIntosh Murray, Shubenacadie. Thesis—"Grasses of Nova Scotia."

Harry A. Stewart, Pictou. Thesis—"Feeding and Care of Dairy Cows."

Henry D. Wood, Glasgow, Scotland. Thesis—"Corn and Ensilage."

CERTIFICATES.

William McKenzie Bruce Truro.

William S. Brodie, B. A. Halifax.

John G. Black Scotland.

George Hogarth Cain Yarmouth.

J. Perry Foote Lakeville, Kings Co.

Milton Daniel Grant, B. A. New Glasgow.

R. Leigh Hunt Port Maitland, Yarmouth Co.

Clare C. R. Linton Truro.

A. W. Nickerson, B. A. Salem, Yarmouth Co.

Thomas R. Richards Little Bras d'Or.

A. W. Leslie Smith Truro.

Howard D. Urquhart St. Peters.

THE SCHOOL YEAR.

Our school year, which began in April, closes on December 20th, 1899. The terms began: April 1st, July 12th, and November 1st. Eleven attended in the spring, thirty-four in the summer, and twenty in the autumn. These taxed the limits of our rooms and were more than could be satisfactorily attended to and accommodated.

In June, some microscopical apparatus which was much needed, was purchased to replace what was lost by the fire. Principal Calkin and Professor Russell kindly permitted us to use the chemical laboratory of the Normal School during the summer vacation. I sent an announcement to many of the teachers of the province, calling their attention to these new acquisitions. As a result many teachers attended during the summer vacation, and a number in addition to those who did remain, would have done so if our facilities had warranted it.

LOCAL AGRICULTURAL SCHOOLS.

These schools were conducted as follows:

Glace Bay, by James W. Edwards.
Beaver Cove, by Joseph D. McKinnon.
Westville, by William O. Creighton.
Truro, by J. E. Barteaux.
Melvern Square, by Charles Joseph Bruce.
Yarmouth, by Albinus W. Horner.

They have continued the excellent work done in the past. Besides conducting the regular work of the school in a number of instances these teachers have given public lectures for the advancement of agriculture in adjoining sections or before agricultural societies. Some, where veterinarians were not available, have been able to save the lives of sick stock, and on such occasions the teacher avails himself of the opportunity to impress important lessons in the care and feeding of stock. One teacher reported that he had been called to attend thirty-five cases of sick stock last winter. He saved hundreds of dollars to the farmers of the locality. On such occasions the neighbors are usually present and excellent practical lessons are given.

The instruction given in these schools in agriculture is equivalent to that covered by the "Rural Science Series." In some cases, however, more advanced work is also given. What is of equal importance is that the nature lessons and science in all grades is better taught than it is in many of our schools.

NORMAL STUDENTS' WORK.

The work with Normal classes has continued as in years past, pleasant and satisfactory. The character of the work was the same as given in my report for last year. The class devoted one hundred and forty-four hours to this work. Besides making a thorough study of soils and crops, orcharding, grafting and transplanting trees, (over one hundred and fifty were grafted and planted), and dairying, the class made a careful study of insects, each student collecting, drawing and studying the life history of a number in each of the principal orders.

I have the honor to be,

Your obedient servant,

H. W. SMITH,

Principal.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

APPENDIX B.

REPORTS OF THE INSPECTORS OF SCHOOLS.

DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

G. CREIGHTON, *Inspector.*

SIR:—

I have the honor to submit the following report for the past school year :

SUMMARY OF STATISTICS.

GRADE	TEACHERS EMPLOYED								Trained at Normal School	Without Normal Training.	Total.	No Pupils Enrolled.	No. not attending School.	Average daily Attendance.	(Grand Total Days' Attendance.	No. High School Pupils	Total vote for School purposes.	(Cost per Pupil (not including Gov- ernment Grant).
	MALE				FEMALE													
	A	B	C	D	A	B	C	D										
1898	1	4	13	7	16	73	49	57	106	163	7240	453	4172	48280	12138	27471	\$3 79	
1899	1	4	12	7	14	72	50	60	100	160	7325	475	4180	28608	53207	27747	3 76	
Increase								3			85	22	7.8	32841	129	276	.....
Decrease	1				2	1			6	3							\$0 03	

There were one hundred and fifty-five schools in operation, exclusive of those in the City of Halifax. Seven sections were without school. Of these seven, Bayside, Cobequid Road and Maroon Hill have not sufficient children to make the maintenance of school possible. Lake Loon and Lucas Settlement were unable to obtain teachers. For West Dover and Sibley Sections no good excuse can be offered. Both will have school in operation during the coming year.

To the majority of the children in this County school is within easy reach. There are, however, many isolated families who are completely deprived of school privileges. A good school ought to be maintained at the Lower Arm. A few of the children (ten at the present time) attend Spryfield school, but unless compelled to attend, the greater number will continue to grow up without any education. For school purposes this section should be added to the city of Halifax.

Commendable progress is being made in the way of improved buildings and equipment. During the past four years, forty-eight school houses have been replaced by new ones or refitted so as to be almost as good as new. Superior buildings supplied with modern furniture were erected during the past year at Hubbard's Cove, Ingram River and Lower Sackville. The shanty in which school was held for a number of years at Beech Hill has given place to a substantial building. A new house was also built at Ostrea Lake. Second departments were added to the schools in Musquodoboit Harbor and Salmon River. Several other sections will soon find it necessary to add new departments and grade their schools.

There are three boards of District School Commissioners in Halifax County, and the business coming before all three could be disposed of in less time than is required to record the minutes of meeting, were it not for a very few sections that never fail to have an annual crop of petty grievances. The section that has forced itself upon the attention of the Eastern Board more than all the other Eastern Sections combined is Mushaboon. For the past three years Mr. William Geddes conducted a school in this turbulent section faithfully and well. There had been no school previously for ten years. Last February Mr. Geddes became ill and during his absence the school house was burned.

The total vote for all school purposes in rural Halifax for the year 1898-9, was \$27,747, distributed as follows :

Average assessed value of Section.		Average Vote.
East Halifax.....	\$10,062	\$154 20
West "	19,096	137 15
Musquodoboit	14,294	149 50

The average salary paid teachers was :

Total Salary.	County Fund.	Sectional Assessment.
East Halifax.....\$142 00	\$61 45	\$80 55
West "	68 00	54 80
Musquodoboit 133 60	55 75	77 85

The sections are for the most part free from debt. Teachers, so far as I have been able to learn, experience little difficulty in obtaining their salaries promptly at the expiration of their period of service.

With regard to the work of the schools there is nothing to be said which differs materially from what has been mentioned in former reports. There has been a very large increase in the number of pupils attempting High School work in the miscellaneous schools. The establishment of an examination station at Sheet Harbor has proved a great convenience to the pupils of Eastern Halifax. The cost of maintaining the station is but little in excess of that to an individual candidate were he compelled to go to Halifax for examination, and many would be unable to attend, deterred by the cost, were the opportunity not offered them nearer home.

The school law mentions as one of the duties of Trustees, "to visit the school at least four times in each year." The recorded number of visits for the past year in this county is little more than one visit for each Trustee.

The schools in Musquodoboit Harbor, and adjoining sections, enjoy an exceptional privilege in the regular visits paid them by Rev. James Rosborough, District Commissioner of Schools. Mr. Rosborough has for a number of years rendered invaluable service in aiding both teachers and pupils in their various studies, and particularly in field botany, a subject in which he is an authority and enthusiast.

The usual statistical tables and abstract therefrom are submitted herewith.

I have the honor to be,

Your obedient servant,

GRAHAM CREIGHTON.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR:—

I have the honor to submit the following report on the public schools of Inspectoral District No. 2, for the year ended July 31st, 1899.

There has been no increase in the number of sections and no changes worthy of note in the boundaries, so that the district remains practically the same as at the close of last year. A number of families in the neighborhood of the Millipsegate gold mines petitioned the District Commissioners at their last annual meeting to be set apart as a section. As the families were not in any existing section and

could not be annexed to any, the prayer of the petition was granted, and the action of the Board laid before the Council of Public Instruction for sanction.

The number of schools in operation, number of pupils registered, and attendance are shown below.

LUNENBURG Co.

	No. of Schools.	No. of Pupils.	Attendance.
Lunenburg and New Dublin	146	6270	714895
Chèster	31	1342	137913
Total	177	7612	852808

QUEENS Co.

North Queens	19	607	65368
South "	39	1542	201680
Total	58	2149	267048

Compared with last year, this shows an increase in the district of 4 schools, 68 pupils, and 32,900 days' attendance.

Two sections in Lunenburg Co. were without school, Beech Hill and North West Cove, both in Chester district. The former, for some time past, has been a section merely in name, but during the last year the people have become interested, reorganized the section and built a new school house. North West Cove has never had a school house, the property of the section. The Episcopal mission house, under lease to the section, has always been used for school purposes and on account of needed repairs the school had to be closed for the term. Through carelessness on the part of the Trustees, Queens Co. had one section, Devonshire, not in operation. The schools were open an average of 204 days out of a full term of 215, the proportion of population attending school was one in 4.3, and 991 children are reported as not attending at all.

The teachers of the previous year were re-engaged in 50 per cent. of the schools, 32 taught for the first time, 116 had from one to five years' experience, 69 from five to ten years, 27 from ten to twenty years, and 4 over twenty years. Of the 248 teachers employed, 74 were Normal School graduates, the different classes being represented as follows :

	A.	B.	C.	D.
Lunenburg Co.	5	14	65	106
Queens Co.	1	8	25	24

New school houses have been built in Hemford, Beech Hill and Crousetown in Lunenburg Co., and in Central Port Mouton, East Port L'Hebert, Milton and Westfield, Queens Co. North Brookfield made provision at the last annual meeting for a new and modern building, and Chester is moving in the same direction.

Repairs to buildings or other improvements were made in Fox Point, Martin's River, Oakland, Simpson's, Molega, Central Caledonia, and several other sections. New furniture of modern pattern was supplied in West Dublin, Getson's, Frallick's, Conquerall Bank, Hemford, Mahone Bay, Oakland and Whiteburne.

It is pleasing to be able to report that every year is marked by decided improvement in the condition of buildings, premises and furniture. Trustees now see the necessity and advantage of better outbuildings, and teachers take more pride and care in the proper sanitary condition of them. In some instances, the appearance of a good and comfortable school house is spoiled by rough and untidy grounds and tumbled down fence. This question of neatness and care of grounds is perhaps the most difficult matter to handle in connection with school premises. Some sections think they do remarkably well to keep the buildings and seating in good condition and furnish the necessary school supplies. So they do, but what a difference a few dollars would make in the outward appearance of the surroundings!

In nearly all the poor and weak sections the supply of apparatus is necessarily limited, but taking the district as a whole there is not much room for complaint.

There is nothing special to note regarding the general character of the school work during the past year, and to speak of the different subjects of the course in detail would be largely repetition of previous reports in this respect. The whole may be summed up by saying that we have had a larger percentage of good schools than in any previous year. In nearly every instance, the Normal trained teachers have been successful and are sought by the best schools. Some of the best teachers, however, have not had the benefit of a Normal training, their natural ability, experience, and hard work more than compensating. As would be expected in a large district, there are still quite a number of poor schools, a few of which, at least, might with advantage to all concerned have been closed. On the whole, substantial progress has been made, and there is every reason for encouragement.

Were I asked to name the weak and unsatisfactory subjects, I would say Reading, Writing, Drawing and Music. From the High School down, the reading and writing is poor, although the miscellaneous schools are showing improvement, especially in writing, largely due, I think, to the general adoption of the vertical system of copy books. The penmanship of many High School pupils is altogether inexcusable.

The comparatively slow progress in Music and Drawing is no doubt generally due to the lack of training on the part of the teacher. Besides, quite a number of teachers have no musical talent or at least make that claim. It has always seemed to me that Normal School graduates, considering the special training they receive in music and drawing, should do more thorough and systematic work in teaching these branches.

Frequent complaints come from ratepayers in regard to much of the time of miscellaneous schools being given to a few pupils preparing

for examination. This evil is becoming a live question in many sections, and little wonder, since it means that one teacher, perhaps without experience, is burdened with ten or eleven grades. I am pleased to be able to report that a number of teachers have refused to undertake any work beyond Grade IX.

The Nature Work, as outlined in the "Observation Sheets," has become a regular subject in a large majority of the schools in the country sections, and the stimulus thus given to the study of nature in the rural districts cannot be estimated. In the sheets forwarded this year, I think, you will notice greater accuracy and more supplementary observations. Perhaps one of the best features about this line of work is that it is entirely optional on the part of teachers and pupils.

Empire Day was very generally observed, and I have on file over 50 reports outlining the special exercises. In many sections it was a day for the whole population, all meeting to hear the school programme. The Lunenburg, Bridgewater and Chester schools celebrated the day on a grand scale.

There were 285 candidates for the Provincial Examination at the three stations in this district, 65 of whom also took the M. P. Q. examination. Of these, 4 applied for A, 44 for B, 95 for C, and 142 for D. From what I have learned incidentally of the results, a larger percentage than usual have been successful. Quite a number of those who failed made the aggregate of marks required, but fell below the minimum mark in some subject. Drawing and Book-keeping proved the most disastrous in this respect, History and Geography coming next.

All the returns came to hand within the specified time, and although some had to be returned for completion or correction, they were on the whole very satisfactory.

The Trustees' Returns for graded schools give the most trouble. The Trustees are left with the teachers' reports, and not knowing anything about such work, are unable to intelligently make out the return. It seems to me that the Principal should be responsible for the general return of the school.

Some twenty teachers did not, as required by the School Act, have a public examination during the term. The general custom of putting off the examination to the end of the term when the attendance is usually small, accounts for the majority of the cases. I notified those failing in this respect that the above excuse would not be accepted.

The statistical tables and abstracts of the same, already forwarded, furnish more complete and detailed information concerning the schools of the district.

I have the honor to be,

Your obedient servant,

H. H. MACINTOSH.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

SIR:—

Unavoidable circumstances of the past year will not authorize a flourishing report. In my experience as Inspector for thirteen years I had not seen so much sickness in the public schools. Measles appeared early in the fall and spread from section to section in the two counties. Indeed the sections were few which the unwelcome visitor did not reach. In many cases whooping cough and mumps followed in the trail of the measles, thus interrupting schools for the second or third time. Even that fell destroyer—diphtheria—showed itself, and I read in registers the names of pupils that were its victims. In Yarmouth town rooms that were making 90 per cent. attendance in September, the prevalence of measles obliged the Commissioners to close before the Christmas holidays, and in many rural sections the schools were barely kept open. In my calendar this year will be remembered as “the sick year.” And yet in summing up the year’s work, one is surprised that the showing is not worse.

In Yarmouth Co. there were registered in 1898.....	5251	pupils.
“ “ “ 1899.....	5212	“

Decrease.....	39	“
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In Shelburne Co. the number registered in 1898 was....	3441	“
“ “ “ 1899 “	3378	“

Decrease.....	63	“
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The days’ attendance shows a corresponding difference.

In Yarmouth Co. the days’ attendance in 1898 was.....	644,424
“ “ “ 1899 “	628,418

Decrease.....	16,006
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In Shelburne Co. the days’ attendance in 1898 was.....	418,015
“ “ “ 1899 “	399,127

Decrease.....	18,888
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In reality the days lost were larger, for schools that were closed got the benefit of the Act which makes good the time lost on account of an epidemic. Still, owing to the fact that more schools opened promptly at the beginning of the year, and that schools in poor sections were kept longer open, the number of days taught was greater than that of the previous year.

In Yarmouth Co. the days’ taught in 1899 were.....	23,724
“ “ “ 1898 “	23,085

Increase	639
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In Shelburne Co. the days' taught in 1899 were	17,637
" " " 1898 "	17,312
Increase	325

The number of schools in Yarmouth Co. was the same as in the previous year—115, and in Shelburne Co.—84, being one more. So far as applications for examination can be taken as a test, the better class of schools have done fair work. The following table shows the number of candidates and the grades applied for at the Provincial Examination:

	A.	B.	C.	D.	Total.
Yarmouth Station.....	7	24	28	56	115
Barrington " .....	..	10	17	29	56
Shelburne " .....	..	10	17	11	38
Lockeport " .....	..	4	12	27	43
Total for District	7	48	74	123	252

While Yarmouth Station is credited with seven candidates for Grade A, six of these came from other counties. It may not be amiss to call attention again to the fact that there is no High School in Barrington Municipality. The candidates come from the common schools—principally from those that are graded, and most of the rest from good miscellaneous schools.

For reasons already given, it is hard to make an estimate of the general work of the year. Everywhere I have to listen to the same story of sickness and absence, each teacher thinking that her school was an exception to all the rest. Even had teachers worked with unusual vigor they could not have achieved a satisfactory measure of success. Let us hope that better times await them in the year to come. The standard of comfort and neatness in regard to school houses is gradually rising. On a good many, extensive repairs were made during the year, but on none on so large a scale as that at Pubnico Head, where four hundred dollars was expended. The rooms and lobbies were never so comfortable as they are now, and the furniture put in the advanced department is of the modern style. By constant pressure, sections are being induced to enclose the grounds with suitable fences. No new school building was erected in the past year, but the fine residence of the late John K. Ryerson was purchased by the Yarmouth town School Commissioners with a view of making it the County Academy. It is a magnificent building. The front grounds are protected by a shapely thorn hedge and traversed with gravelled walks fringed with flowers, and the rest of the lot consists of expansive lawns, the outer borders of which abound in trees and shrubbery. The commissioners think that when the

rooms are reconstructed and other changes made, the building will serve well the purpose of an academy.

Lately I had the opportunity of seeing school houses outside of this district, some of them a credit to the sections that built them, and some shabby enough. If sections could only realize the distinction conferred on them by fine school buildings—the high estimation placed on their intelligence and enterprise by people whose opinions are worth much, they would make them pleasing to the eye and comfortable in their arrangements; and I believe it pays every time to do it. They would have their reward in the improved character of the children, who are so much influenced by their surroundings, and in their appreciation of neatness and cleanliness, conditions essential to the cultivation of self-respect, which some one has said is the corner stone of virtue. There are one or two subjects to which I would like to call attention. While arithmetic was occupying so much time in the schools, and expertness in slatework was creditable, the fact became apparent that the same pupils were almost helpless when deprived of their slates. Simple problems, when solved mentally, took unreasonable time, and often trials were made over and over to get the correct answer. Relying on their slates they seem never to have pictured in their minds a combination of figures. For the last two or three years mental arithmetic has taken its place as a regular study, and on almost every teacher's desk "MacLellan's Mental Arithmetic" may be seen. The result is that pupils are becoming quick and accurate in mental computations, and as full explanation must follow every answer, the exercise serves the double purpose of an arithmetic and a language lesson. To the credit of teachers I may say that they have taken up the subject with a will, and they admit as another result of the training that pupils understand their slate work better. Still, we have made only a beginning, and are looking forward for greater proficiency. The other subject is drawing. This subject is comparatively new, and scores of teachers have been compelled to teach it without preparation on their part. Doubtless, a goodly number—and particularly those who had a natural bent that way—made it a home study, and have succeeded so far that their pupils do nice work. But, judging from many specimens I see, I have no hesitation in saying that, having no opportunity of studying drawing when pupils, too many know little or nothing about the art. It follows then that time and money are wasted. To remedy this defect I would suggest that a "post-graduate course" be given at the Normal School between the closing of the schools in July and the first of September, when those teachers could take up the latest subjects—say—calisthenics, music, nature lessons, drawing, and practice in the laboratory. Teachers who made good use of their time would receive a recommendation from the Faculty, which, taken with the license already held, would give them a fresh start, and considering their valuable experience, a decided preference over the new teachers who seem just now to be in demand. Of course, the Government would pay the travelling expenses. (Let me say parenthetically that drawing books in the schools of some of the new teachers show that they too need a "post-graduate course"). The sheets for "nature observa-

tions" were distributed as usual among the schools, and a fair number was returned at the prescribed time. I regret to say that some teachers neglected to enter their names or sections, and owing to the omission they cannot get credit for their work. It is really surprising the quickening effect of the nature observations on the young pupils. They seem to be interested in every phenomenon, observe and remember it accurately, and often they can give a description which is as remarkable as it is pleasing.

An amusing incident occurred in a primary room which I visited. The pupils received "nature lessons" and had to provide "specimens" for each lesson. For the next day they were told they would have a lesson on the frog. Thinking the rule had no exception, they came to school, each having a frog in his possession, either in his pocket or in a box. Their remarks on the frog's teeth and tongue indicated that they had begun "research" before getting to the school-room. I would suggest to those who are qualifying to be teachers that they should make careful preparation for the teaching of practical botany, for, otherwise, they will meet in school-rooms an inquisitiveness which will cause them discomfort.

In my previous report I complained of the lack of scientific apparatus, and the disadvantage in consequence to pupils studying for scholarship certificates. This year I received an "object lesson." At Clyde River I saw apparatus and chemicals sufficient in quantity for all the experiments required to overtake the examination in Williams' Chemistry, and a suitable cabinet placed in the wall of the room to contain them, and at Allendale a similar arrangement and supply. On enquiry I was informed that the teachers interested the ratepayers in these necessities of an advanced school, and by a simple entertainment raised adequate funds to make the purchases. If teachers are going to wait until trustees, who make no claim to learning, and who will tell you they never saw a scientific experiment, walk into their rooms and place these requisites on their desks, they will have to wait a long time. What Mr. W. A. Bruce did at Clyde River, and Miss Jane R. Allen at Allendale, other teachers can do in their sections.

Empire Day was generally observed in this District, and good common sense programmes, several of which were forwarded to me, were carried out. All the exercises kept in view the purpose of the day—to impress the greatness and unity of the British Empire, the noble character of the Queen, loyalty to her government, and gratitude to the memory of the men who have made the Empire what it is. Pupils realized as they never did before—that the Queen of Great Britain is also Canada's Queen. A practice obtains in this District of grading pupils in miscellaneous schools at the end of the year, which I think is fraught with bad results. A teacher who knows that she is not going to return to the section resolves to make a good impression, and too often promotes unprepared pupils to higher grades, her object in view being to please the parents. In this way she accomplishes a double benefit to herself—she confirms the good opinion of her friends,

and puts to shame the low estimate of her opponents. When her successor takes charge she finds herself powerless in the presence of pupils that have been passed into grades for which they are not qualified. Were she to propose to grade them back she would find the section in arms against her, while to leave them where they are means teaching without developing intelligence, and hard work without progress. If a day was placed in the calendar of the *Journal of Education* for grading classes in miscellaneous schools—say September 15th—time would be given to brush up pupils on points they had forgotten during the holidays, and to inform the teacher of their actual attainments. With this arrangement every promotion, or failure to promote, would be referable to the responsible teacher, and the vexed question of grading would soon be settled for the year. While I am in the humor of making suggestions I would like to add that the revised school law, which is expected soon to appear, ought to contain a line or two stating the penalty a ratepayer incurs by bad behavior in the school-room. I have known of one going unceremoniously into the school-room and with unsavory expletives upbraid the teacher for not teaching “them ’ere tables.” Such people never think that their conduct and language make them liable to severe punishment, but the new manual should enlighten them. The trustees are the legal representatives of the section, and they are the proper parties to consider grievances; and if well-founded, it is their duty in a respectful way to indicate to the teacher what is wrong or faulty in the management of the school.

From the complaints I hear about irregular attendance I infer that many people would welcome a practicable compulsory attendance law. The present law is absolutely useless. I am not aware that outside the town of Yarmouth any attempt has been made to enforce it. In some sections the ratepayers, conscious of their inconsistent attitude, have resorted to the illegal step of repealing it. Notwithstanding its failure, enough has been done to show that a compulsory law has weight, and that it can rouse ignorant parents out of their indifference. In some sections the attendance increased after its adoption, and large children were seen in school-rooms who were never seen there before. But after a while the sense of fear wore off, and as it became evident that there was no real intention to enforce the law, they disappeared. Of the various laws discussed none have been so favorably entertained as that proposed in the April *Journal* of 1898. The justice of compelling every parent who neglects to send his child or children to school, to make good the financial loss sustained by the section on account of their absence, is so evident it needs no argument to vindicate it. The only difference of opinion is in regard to the fine that should be imposed, some taking the ground that five cents per day is small enough for each day of absence. That something should be done is manifest. Nothing can compare with the tender heart of an ignorant parent when his child is subject to school discipline. The wonder is it does not collapse. “The teacher looked cross at me,” cried Tommy, glad to have a tid-bit to carry home. “She did, did she? Well, you will never go to *that school* again.” And Tommy stays at home. Shame on the silly childishness of

parents when the sacred duty of educating their children invokes them to exercise common sense and self-denial! What will the child think of their mock sensibility when manhood is reached, and the opportunity of getting a school education is gone forever?

With sentiments of profound esteem,

I have the honor to be,
Your obedient servant,

JAMES H. MUNRO.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR :—

The following brief report on the Schools of Inspectorial District No. 4, for the year ended July 31st, 1899, is respectfully submitted.

In St. Croix section, No. 14, Annapolis East, in which the school house was condemned in 1897, and of which the majority of the rate-payers refused to vote money for school accommodation as reported last year, the ratepayers have reconsidered their former action, and have now voted funds for that purpose. A new site has been procured and a new building has been erected, creditable to the section and suitable to the requirements of the law. It will be occupied for school purposes during the ensuing year.

In Alpena section, No. 48, Annapolis East, the school house was burned just previous to the opening of school for the year. The fire was undoubtedly of incendiary origin. A teacher had been engaged for the year, but she was prevented from fulfilling her engagement for the reason stated. Money has been voted for a new school house, which is well advanced towards completion.

In Cherryfield section, No. 60, Annapolis East, a fine new school house has been completed and will be occupied for school purposes during the ensuing year. This will be the first school to be opened in this section. In Albany Cross and Forestdale sections, Annapolis East, new school houses are in process of erection. In Mochelle section, No. 18, in the District of Annapolis West, a creditable new school house has been erected and will be occupied during the ensuing year. In two or three other sections extensive improvements have been made in school building.

In view of the foregoing statements, and of the fact that many new school houses will be required in the near future, I beg leave to

call your attention again to the necessity of prescribing and issuing plans of school houses for the guidance of Trustees. The need of such plans has been felt in the past.

Some improvement can be reported in the supply of apparatus. Several sections have provided new apparatus in consequence of a notification to the effect that the county fund would be withheld if the articles specified were not supplied. Other sections have voluntarily increased their equipment. A large majority of the schools, however, are not yet equipped to the full extent required by the regulations.

Of the 188 sections in the Inspectorial District, *forty-nine* were classed as "poor sections." Fourteen sections were without schools during any portion of the year for reasons specified in my special report on these sections. A few sections were permitted to have schools for less than the full year, and a few others were without schools part of the year from unavoidable causes.

The number of candidates applying for admission to the Provincial Examinations at the various stations in this district was 365—an increase of *seventeen* over the highest number reported in any previous year. About sixty-five of these were sent up to examination by the Principals of the County Academies, and the remaining three hundred were prepared in the other graded and miscellaneous schools of the district. The teachers of the miscellaneous schools from which candidates were sent up to examination were obliged to teach all, or nearly all, the grades of the common school course in addition to High School work. No teacher can do justice to so many grades. Some classes must necessarily receive less attention than should be given to them. Teachers justly complain of their inability to overtake all the work required to be done. It might be well to consider whether it would not be judicious to exclude from miscellaneous schools all work beyond Grade IX, or at least to make such work optional with the teacher. The County Academies and High Schools are designed for such work, and pupils of Grade X and XI should be induced in some way to complete their High School course therein.

Concerning the work done in the schools, my report must necessarily be very similar to that made in previous years. Some teachers are following the course of study systematically and successfully. Others are less successful in that respect; while a few are to be found who show an inability to keep their schools properly organized, and to cause a proportionate advance to be made in all the subjects of the course. These conditions will exist to some extent as long as so large a proportion of the teachers are young and inexperienced. The subjects most imperfectly taught in many schools are writing, vocal music, and the prescribed oral lessons on language and nature. In the large miscellaneous schools difficulty is experienced in finding sufficient time for all subjects, and in such cases the oral work is neglected. Teachers who cannot sing cannot teach vocal music successfully. A fair proportion of time is devoted to writing, but in

most cases pupils do not receive sufficient instruction in the art of pen-holding and in the elements of penmanship. The "phenological observations" were made this year by less than one quarter of the teachers of this district. If such observations were made compulsory it might stir up greater interest in the nature work of the course of study and cause more systematic and better work to be done therein. In this connection I would suggest that a copy of these observation sheets be attached to every register, in order that each teacher may be in a position to begin recording observations immediately upon opening school. A copy, to be filled out for transmission to the Education Office, could be distributed with the annual returns.

The total annual enrolment of pupils was 9,528, being forty-eight less than the number registered last year. The number enrolled between *five* and *fifteen* years of age was 8,374. The number of children between *five* and *fifteen* years of age who did not attend school was 512, being *twelve less* than the number so reported last year. The average daily attendance was *fifty-two and seven-tenths* per cent of the number enrolled. The like percentage last year was *fifty-five*. It will thus be seen that although the Compulsory Attendance law had been adopted previous to the opening of the school year in 109 sections, it appeared to have had no influence in increasing the attendance of pupils. As reported last year, no instance of the enforcement of the law has come to my knowledge. At the annual meetings in June last the said law was adopted in seven additional sections. It has, therefore, been now adopted in 116 sections in this district. It will cease to have any effect in increasing the attendance of pupils unless impartially enforced. Trustees seem unwilling to incur the enmity of their neighbours by enforcing the law. No feasible method of doing so successfully occurs to me unless it be by so enlarging school sections as to warrant the employment of a salaried officer in each section for that purpose.

The meetings of the twentieth annual session of the Teachers' Institute of this district convened at Weymouth on the 25th and 26th of May. About one hundred teachers were present, including a contingent from Yarmouth and vicinity. A full programme was presented, embracing papers or lessons on the following subjects, in addition to incidental questions which came up for discussion:—

1. Are teachers sufficiently paid? PRINCIPAL HARLOW.
2. Nature Study and its value PRINCIPAL DENTON.
3. Drawing PRINCIPAL JAMES.
4. A Science Talk—Local Rocks PROFESSOR RUSSELL.
5. The Telephone—a lesson MR. R. G. D. RICHARDSON.
6. Chemistry—Methods of Teaching to
Grade VII and VIII PRINCIPAL LAYTON.
7. Method in Cube Root PRINCIPAL BENOIT.
8. Elementary Arithmetic MR. J. L. TRASK.
9. Literature—*Lycidas* PRINCIPAL CAMERON.
10. Busy Work in Primary Grades MISS ALICE J. ATWOOD.
11. Geography—On Oral Lessons MR. BINGAY.

The meetings were of great interest and profit, and a full attendance was maintained until the end of the closing session. The public meeting on Thursday evening was very largely attended, and was addressed by the Superintendent of Education and other gentlemen present. The speeches were interspersed with instrumental music of a high order, furnished by the local orchestra. As a more extended notice of the proceedings of the Institute will be furnished by the secretary for insertion in the annual report, it will not be necessary to say more in regard to it in this connection.

Reports respecting the observance of Arbor Day were received from *twenty-nine* teachers. A considerable number of trees and shrubs were planted. In a few places where trees were not needed, or where they could not be successfully planted, the time was spent in the improvement of the school-grounds in other respects. Appropriate indoor exercises were also held suitable to the occasion. Twenty-eight teachers also reported concerning the observance of Empire Day. I am persuaded that these days were appropriately observed in many sections other than those from which reports were received.

The County Academy at Annapolis was taught by Principal J. S. Layton. The annual enrolment was thirty-four with an average daily attendance of nineteen. The large amount of high school work done in all parts of the county interferes materially with the attendance at the Academy. The new building now in course of erection, for which an appropriation of ten thousand dollars has been made, will afford greater facilities for High School work, and will probably attract a larger attendance of pupils from outside sections. At the close of the year Principal Layton tendered his resignation to the Board of Commissioners and severed his connection with the Academy.

At Digby, Principal H. B. Hogg had charge of the Academy. Owing to a personal canvass of the English sections of the county, the prospect of a large attendance was so bright that the Board of Commissioners felt justified in engaging the services of Miss Bessie M. Logan as a second Class A teacher. There was a registered attendance of fifty-five pupils, of whom forty and four-tenths were daily present on an average. The benefits resulting from a division of labor were very apparent in the work of the year.

The County Academy for Clare, in connection with Ste. Anne's College, was under the Principalship of Mr. J. Alphonse Benoit, Class A. Sc. Mr. Edward Cummings was engaged as a second Class A teacher. In addition to these, two of the college professors gave instruction in the classical subjects of the curriculum. This Academy, therefore, was in a position both as regards its staff of instructors and its equipment to do, and it did, excellent work, which will no doubt be clearly shown by the results of the Provincial Examination. The registered attendance was fifty-five with an average of forty-one and six-tenths. A disastrous fire which occurred previous to the close of

the first half of the year and which laid Ste. Anne's College in ashes, interfered with the work of the classes and made it imperative on the Trustees to discharge Mr. Cummings for want of class-room accommodation. The work of the Academy, so far as Grades IX. and X. are concerned, was carried on for the remainder of the year in the Presbytery adjoining. A new and better college building is now nearing completion, and in it will be provided suitable rooms for the use of the Academy in future. I regret to report that Principal Benoit, who has had charge of this Academy for four years, and who proved himself to be a very energetic and successful teacher, resigned the position at the end of the year.

Notwithstanding the announcement that no "*permissive licenses*" would be issued after July, 1898, it was found to be necessary to issue about *seven* permits this year for teachers for French schools which would otherwise have been closed. The usual number of such licenses has in the past been about fifteen per year. It is very probable that no *permissive licenses* would now be required if female pupils had been admitted to full privileges in the Clare Academy as required by law. In the interest of the common schools of Clare, therefore, some pressure should be brought to bear upon the governing authorities of this institution to secure for females equal rights and privileges with the males.

No special report on the French schools is considered to be necessary. The recently appointed "Special Visitor" for French schools will no doubt report fully upon that subject. I may be permitted to say, however, that their condition was fully as good as it had been in past years.

All schools were inspected once during the year and several received a second visit. The Notes of Inspection, forwarded herewith, will give detailed information respecting each school visited.

The revision of the school law should be completed and a new edition of the Manual issued as soon as convenient. The many amendments to the Law and Regulations render the edition now in use misleading in some respects.

Under present regulations the *Journal of Education* is mailed regularly to the Secretary of the Board of Trustees of each school section. Teachers in some cases do not see it for a long time after its arrival in the section. It is far more useful to teachers than to trustees. I would recommend, therefore, that teachers also be provided with a copy for their own use. If that cannot be done I would suggest the copy intended for the section be mailed direct to the teacher, and that the official notice or regulation on page 3 be altered accordingly, and that instructions be given to preserve all copies of the *Journal* in the school-room for the use of teachers and trustees.

The special report on sections without schools, and the statistical

tables compiled from the Annual Returns, and the abstract thereof for publication, are submitted herewith.

I have the honor to be,
Your obedient servant,

L. S. MORSE.

A. H. MACKAY, Esq., LL. D.,
Superintendent of Education.

FRENCH SCHOOLS.

DISTRICTS Nos. 3 AND 4.—YARMOUTH AND DIGBY.

REV. J. J. SULLIVAN, *Special Visitor.*

SIR,—

I beg to submit the following brief report concerning the educational conditions in the French Schools in Districts 3 and 4, comprising, respectively, the Municipality of Argyle in the County of Yarmouth, and that of Clare in the County of Digby, for the year ended July 31st, 1899.

As the regular Inspectors of the districts, have, no doubt, treated of the statistical features of the schools, I shall confine my report to the purely educational.

The appearance of the exterior, and the arrangement of the interior of a school house have a great influence upon the mind of a child, and are capable of creating a liking for regular attendance. I regret to say, that, in a large number of our French sections, this important point is entirely, or almost entirely ignored.

Many of our school houses are miserable, gloomy buildings, incapable of inspiring a child with anything like a cheerful idea, or awakening the slightest interest in his daily work.

The apparatus too, is woefully wanting and in many cases is a minus quantity altogether. It is a regrettable fact, that I have not found a single school, either in the district of Clare or of Argyle, fully equipped. The latter is somewhat better than the former, however, both in school supplies and in the finish and surroundings of school buildings. This unfortunate state of affairs is due in some cases to the poverty of the section, but worse still, in others, to an indifference in educational matters on the part of the people.

The ability of the trustees is judged, not by improvements made, nor by the proficiency effected by their industry, but rather by the economical manner in which they have succeeded in keeping things running, without being condemned by the authorities.

The work of the majority of trustees, as seen by results, is very insignificant, and not calculated to advance the cause of education among our people. Unfortunately this chronic apathy is not confined to the trustees alone, hence the slow progress made in rural districts. Of course *there are exceptions*, but, as the standard must be determined by gradual progress, not by individual effort, the exceptions only prove the correctness of my statement.

One of the greatest obstacles to rapid progress in these districts, is the disadvantage our young children are under, in having, from their earliest school day, to grapple with the intricacies of the English language.

The Academies themselves all recognize the necessity of at least, a fair knowledge of English, that being the commercial language of such a large portion of the globe; but the period in the development of the child's intellect, at which the introduction of the study of this language should be made, with a reasonable hope of the best possible results, is a question, demanding the most careful consideration on the part of the Council of Public Instruction.

It would seem reasonable to suppose that greater progress could be made, if English were introduced into our French schools, only after a certain degree of perfection be obtained in the mother tongue. One's vocabulary in his own language depends upon his individual efforts of research and memory, and he can never expect to have a more extensive vocabulary in a foreign language, than that he possesses in his own. Hence the necessity of learning a foreign tongue, through the medium of the vernacular. The Council of Public Instruction has admitted the truth and justice of this principle, in placing French books in the hands of our Acadian children, but the form of these books, I find very disastrous to that individual labor so necessary on the part of a pupil. I refer to those books with French on one page and its English translation on the other.

At home, the French children hear very little English spoken, so that the knowledge they receive of it in school, is, for a time at least, merely speculative. On this account, in many sections, I found that this branch is regarded as a matter of routine, or as a necessity to plug up for examination for a license; the reading is regarded more as a mechanical than an intellectual exercise. I found in the majority of cases in all the sixty-five schools I visited, that the children were unable to explain their lesson without the aid of the translation at hand. This is due to too much dependence being placed upon the present form of readers, and also to the fact, that many teachers pay little or no attention, to the importance of practical work in the class room. So many branches are now taught, it is almost impossible for a teacher (especially in a miscellaneous school) to do anything more than hear the lessons *supposed* to have been prepared at home.

To perfect our children in French and English the practice of translating literally, and also of paraphrasing should be introduced

in our schools. This habit would soon be acquired by the pupils, if more time were devoted to slate dictation in the class room, with regular little themes and versions to be written at home.

The French Reader "Les Inventions Modernes," is much too difficult for our schools. I have not found one scholar in this whole district who would attempt to translate it. Of itself, the book is too far advanced even for many of our teachers (according to their own avowal) as it contains so many technical terms appertaining to the study of physics and applied inorganic chemistry, which, to be properly understood, presupposes a knowledge of these sciences. Part II. of the Third Royal Reader is also too difficult both in French and English for the Fourth Grade.

Spelling : As a rule the spelling is good, but I would recommend that teachers insist more on the meaning of English words being given in French and vice versa.

Arithmetic : For the most part this branch is conducted in French, and for that reason, the work is generally well done and better understood. More time, however, might be profitably devoted to mental arithmetic.

Geography : This subject is but poorly taught, as the teachers pay too much attention to the memorizing of the text book. Unfortunately, in many schools, the maps are either very scarce, or in such a deplorable state, as to be practically useless.

Many of our teachers, however, have supplemented this deficiency, by map drawing on the black board. Too much attention is paid often-time to the study of foreign countries, to the detriment of that of our own province and of Canada.

Children, I believe, should have a thorough topographical knowledge of the county in which they reside, as well as of the rest of the province, before attempting to explore the outside world.

Taking their own village as a point of departure they would soon learn the relative position of other places for miles around.

Enlarging their sphere of observation and study, in this logical order, they would obtain more correct ideas of location and distance.

I regret to have to report that little or no attention is paid to history. Those of course, who are preparing for provincial examinations, take up the subjects required for the grade for which they intend to offer, but apart from these, this important branch does not receive the attention it deserves.

The necessity of granting so many permissive licenses has had a baneful effect upon the standard of the teaching staff in this district. As the Academy in Clare is doing remarkably good work, as evidenced by results in the provincial examination, it is reasonable to suppose,

that the issuing of such licenses has practically been abandoned. Two years ago fourteen "permissives" were granted; during the present year just ended only seven. This creditable decrease is due in a great measure to the success achieved by Principal Benoit of the Clare Academy, and the Rev. Fathers of St. Anne's College.

Our French children are very intelligent, but unfortunately, not sufficiently industrious. It is to be hoped however, that in due course of time, they will take advantage of the facilities at their disposal, and raise their standard of education, until it is equal, if not superior, to that of their English compatriots.

During the teachers' Convention held in Weymouth on the 25th of May last, with the approbation of the Superintendent of Education, I was instrumental in organizing a "French Teachers' Institute."

At the Convention referred to, a large number of French teachers both male and female assisted, and no doubt benefitted by the many practical illustrations of school work then given by those talented teachers who had prepared papers for that occasion. The work of Principal Cameron, on English literature was a revelation to both French and English teachers.

An informal meeting of the members of our French Institute, was held in the School House, Church Point, on August 17th. There were thirty teachers present, and a short and interesting hour was passed in discussing educational and school matters.

Hon. A. H. Comeau addressed the meeting on our public school system, and his encouraging and practical remarks were warmly received by all present.

I have the honor to be,

Your obedient servant,

J. J. SULLIVAN.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DISTRICT No. 5.—HANTS AND KINGS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

The following report of the condition of the schools in Hants and Kings, for the year ended July 31st, 1899, is respectfully submitted for your consideration.

During the first week in May I wrote a brief letter to each of the local newspapers in my inspectorate, calling attention to your remarks

in the April *Journal of Education* on Arbor Day. In these I requested my teachers to report to me on the observance of the day. As a result I received one hundred and ten carefully written and very creditable reports. Most of the teachers prepared a programme, apportioned the work among their pupils, appointed chairmen of the various committees, and proceeded in a systematic manner to carry out their plan. Did space permit I should like to include some of these reports. So many of them were excellent it would be difficult to make a selection of the best. The following will show the scope of the work done: Cleaning up grounds, planting trees, shrubs, and roses, potting plants, talks on trees and plants, cleaning and decorating the school room, and generally putting things in order in the school house and on the premises. As many as thirty trees were planted on some grounds. I have never been as well pleased with the observance of the day as I have this year. It was a good suggestion to have teachers report their work. Very much has been done to improve the appearance of the school premises. The work in this direction is now well begun. I hope to be able to report progress from year to year.

As in the case of Arbor Day, my teachers were requested, by letter in the newspapers, to read the article in the *Journal* on Empire Day, observe it and report to me. As a result I received one hundred and eight reports. The reports, in most cases, included programmes of what was done. I am satisfied that the appointment of the day was a wise action, fully justified by the results of the observance of the day for the first time. I am sure no one will ever have cause to regret that the minds of the youth of the land have been turned in the direction of loyalty, and given a patriotic bent. From the reports I conclude that the teachers and pupils, and in many cases the people, were most hearty and enthusiastic in their response to this call. Flags were loaned for the occasion or donated to the schools, entertainments were held previous to the day and money raised to purchase flags and flag-poles, and such an interest was awakened as was never manifested on a similar occasion. The exercises were, as would be expected, somewhat similar in the different schools. From the reports I cull the following to indicate the range taken in carrying out the thought of Empire Day:—Patriotic music, lessons on the geography and history of the British Empire, lessons on the Queen, the British, Canadian, and other flags of the Empire, drawings of these flags, and Coats of Arms on the blackboard, essays on "British Citizenship," "Canadian and British Statesmen," "On what England's Greatness Depends," "Government of Canada," etc., speeches by clergymen, school officials and other representative men. The day was the beginning of a display intended to do more good than can be estimated in educating the young to love and be loyal to the country, and institutions of our beloved Empire. I would suggest that it will be well, in future, to select two or three of the best reports on Empire Day from each inspectorate, for publication in the Annual Report.

Comparisons with the year 1898 may be best presented in tabular form as in the following tables :

COUNTY.	No. Schools.	No. Teachers	No. Pupils.	Attendance.
Hants	125	132	4857	538241
Kings	127	135	3257	540385
Total, 1899.....	252	267	10104	1078626
“ 1898.....	244	272	9980	1084588
Increase	3	.....	124	.....
Decrease .....	.....	5	.....	5962

TEACHERS.

COUNTY.	A.	B.	C.	D.	Male.	Female.	Total.
Hants	4	22	51	55	19	113	132
Kings	7	30	53	45	25	110	135
Total, 1899.....	11	52	104	100	44	223	267
“ 1898.....	10	59	111	92	54	218	272
Increase ...	1	.....	.....	8	.....	5	.....
Decrease ...	.....	7	7	.....	10	.....	5

These tables and the extended ones compiled for your consideration, together with my Monthly Reports, I hope may afford all the desired statistical information. As this information is presented under its proper heading in the Annual Report, it does not seem necessary to repeat it in this report. I may, however, note the following items :

1. One hundred and two teachers are reported as holding Normal School Diplomas.
2. Seventy-five schools were in session the full term of 216 days, and one hundred and forty-four more for over 200 days.
3. The average time in session for all the schools in the District was 204 days.
4. The average of the quarterly percentages was 64.5.

Of the sections reported last year as having no school the following sustained schools for a part, or the whole of the year just ended : North Scott's Bay, Pine Woods, Australia, and Conqueral in Kings County, and Mt. Summerville in Hants County. The last two have built very good school houses for such weak sections. Conqueral has been known as a section for thirty years, and could never be persuaded

to organize till the annual meeting of 1898. Their assessable property was extremely small, and the school commissioners transferred two ratepayers from Tremont section to them, and added a large amount of timber land owned by non-residents. It looks now as if a school might be sustained with something like regularity in the future. Fairview is building. To aid it the commissioners voted a small sum from the County School Fund, under section 89 School Act, and \$90 from the School Land Fund of Cornwallis. This latter fund is under control of the Board of Commissioners for Kings County, to be used for the benefit of the schools of the Township of Cornwallis. Thus this section will be put in a position to have a school. The Board also voted aid to North River section. This section has had no school house or school for the past twenty-five years. I issued notices for school meetings repeatedly; but they failed to organize till I met with them at the last annual meeting and succeeded in getting trustees elected, money voted, and the section organized for work. I hope to see a school there soon. East Pereaux Mt. section was enlarged by the Board, by putting six or seven ratepayers, who had settled recently in the outskirts of another section, too far from school to attend, into this section. The people promised to move the school house and thus bring it within reach of all. I am expecting a school here next year. West Branch Falmouth is making a move to build to replace the house lost by fire. Dawson Road held a special annual meeting and voted money for a school, and the trustees are now seeking a teacher for next year. The other delinquent sections remain the same as I last reported them. They come up for consideration at each Board meeting. There seems to be no reason why these sections should go free from school taxes as the result of refusing or neglecting to sustain schools in their own sections. To meet cases of this kind the Board passed the following resolution at the last annual meetings:

“Whereas some school sections have not provided school for the children within their limits for several terms, and whereas such sections are thereby relieved from sectional assessment altogether, and whereas it is the evident intention of the School Law that all property shall be taxed for free public schools; therefore resolved, that in the opinion of this Board such sections should pay sectional taxes and have school privileges in whatever adjoining section the commissioners of the District may direct, until such time as they shall establish and maintain schools for themselves as the law directs. Resolved further, that this resolution be sent to the Council of Public Instruction requesting legislation in accordance therewith.”

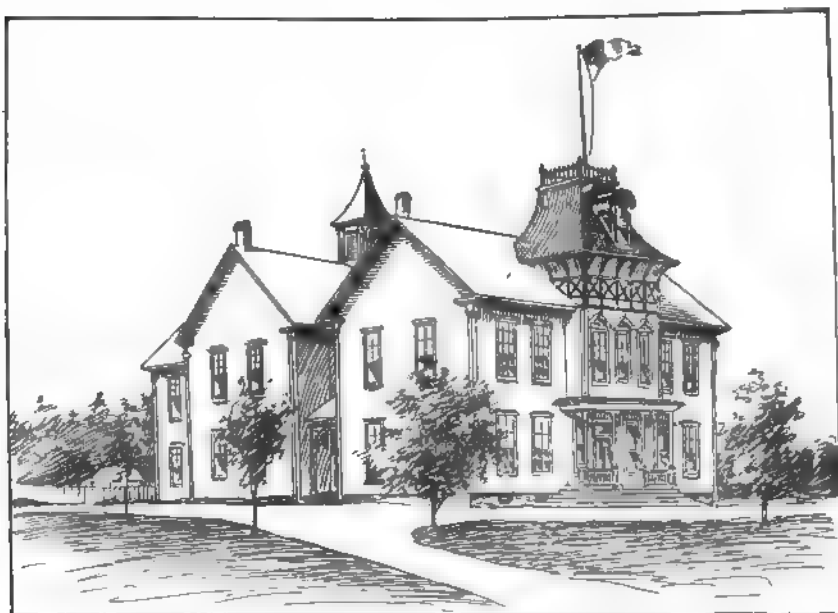
Windsor, Gaspereaux, Ellershouse, White Rock, Mt. Summerville, and Conqueral, have built school houses during the year.

Of the two hundred and fifty-two schools in operation for the year, one hundred and sixty-nine were miscellaneous, and eighty-three graded. Of the work done as a whole, I am pleased to be able to report favorably. I should like to report more fully on the many excellent miscellaneous schools in this District if time would permit.

A teacher who can make a success of a school, including all the grades of the course of study, must be more than an ordinary teacher. There are many such teachers in the schools of this District. In most of the schools all the subjects required have received a fair amount of attention, and good progress has been made. If I should speak in a general way of any failures more noticeable than others, I would mention the work done in writing and drawing. There does not seem to be time and attention enough given to these two branches. There are a few who do well in most of the schools. In too many instances the pupils have not the proper oversight. They scribble instead of write; they play at drawing instead of laboring at it. When the exercise is over, the books are bundled into the pupils' desks and soon are rumpled up. Now the remedy for all this is to have teachers trained how to conduct class exercises in writing and drawing. There is no teaching done for the class. Too many teachers do not know how to conduct a class exercise in writing and drawing. The supervision is not close and exact. Some little attention is given to individuals: but the class needs to be held to the work and guided as a whole. It is not that the teachers do not know how to write or draw; but that they do not seem to know how to lead the pupils to work according to any approved plan. Perhaps if these matters should be emphasized more the results would be different. Many schools do excellent work in drawing and writing. I am trying to have cabinets put in each school room, and I have suggested a simple and convenient plan for collecting and distributing the books, so as to keep them when not in use, in the cabinets.

The Hants County Academy, a photogravure of which formed the effective frontispiece of your Annual Report last year, and the schools connected therewith, after a period of more than a year spent in various buildings, with very little equipment—as the result of the “Great Fire”—took possession of the New Academy building last January. At the formal opening of this building The Honorable Attorney-General, and other members of the Council of Public Instruction, as well as of the Legislative Council, the Superintendent of Education, the President of Dalhousie College, the Supervisor of Schools for Halifax, and other representative men were present. An inspection of the building convinced all that it is fully up to, if not better than, any similar building in the Province. The teachers of the staff, who have won an excellent reputation, are delighted with the changed condition of things. The convenient arrangement of rooms, the spacious halls, the abundant light, the uniform heat and ventilation, and the new equipment, all contribute to the most favorable condition for the instruction and discipline of the pupils. Since entering this building the percentage of attendance has been higher than ever before in the history of the school, which is deservedly popular. The principal, Mr. John A. Smith, B. A., has been indefatigable in his efforts for the welfare of the school. His work has been nearly equal to that of two teachers. He made an average of 35.7 for the year. Had the school been in the new building from the first of the year, the average would probably have been 40, what is required for the \$1000 grant to schools of this kind when two A teachers are employed. As a class has just been graded into the Academy, and the school is attracting pupils from

outside sections, it is hoped that the way may be open for two Class A teachers, to do high school work, next year. The teachers and schools observed Arbor Day and planted a number of trees to replace those destroyed by the fire. They also observed Empire Day in a right loyal manner.



COUNTY ACADEMY AND PUBLIC SCHOOL, KENTVILLE, N. S.

The attendance at the Academy in Kentville, for the past year, was not as large as for the year that preceded it. Four Class A teachers were employed during the year, teaching grades VIII, IX, X, XI and XII. The principal, Mr. Angus McLeod, after fourteen years' faithful service in this school, retires for a well earned rest. He has been a most conscientious, painstaking, and successful teacher. He is now in the prime of life, and with his experience and success to recommend him, will readily find access to one of the best schools whenever he has rested sufficiently to desire to take up teaching again. Miss Jennie W. Ross, M. A., who was vice-principal for two years under Mr. McLeod, has been appointed principal; Miss Ellen M. McKenzie, M. A., will be vice-principal, and Miss Theresa Farrell will be the third A teacher on the staff. Mr. George M. Huggins, who has charge of grades VI and VII, will teach calisthenics, military drill, and music in the Academy. Grade XII will be eliminated from the course for next year. With a staff of such competent teachers the success of this school is assured.

Lower Canard in Kings County, and Maitland in Hants, have competed for and received the grants to A teachers under the Regulations of the C. P. I. for such schools. The former had two departments and Mr. John F. Godfrey as principal, and the latter, three departments, with Miss Bessie B. Lewis, B. A., as principal.

As the Class A teachers are increasing from year to year, there may be more applications for this grant than now. The regulations under which the grant is given are of a character to secure superior school accommodation, equipment, and teaching in all the departments connected with the schools seeking this grant. The matter of teaching on an average ten pupils doing high school work to the satisfaction of the Inspector, is only a small part of what is expected. In this District there are ten or fifteen schools that can make the required average of high school pupils. To receive the grant would necessitate the expenditure of some hundreds of dollars in equipment, a re-grading of the schools, a better, and therefore a more expensive class of teachers, and in some cases a reconstruction of the school houses, or the building of new ones. I think it well to hold to the regulations, and when a school applies for this grant, let it be understood that such a school is expected to be far and away ahead of the ordinary graded school in all respects. The County Academies, and the High Schools are doing most of the work of preparing candidates for the Provincial Examinations. The greater the number of departments, and the closer the grading is made, the more of this work can there be done. The schools, such as Wolfville, Hantsport, and Berwick, where the advanced departments are composed entirely of high school pupils, can, in the nature of the case, do more for such pupils than can be done in departments that include one or more common school grades. The advanced departments of Canning, Summerville, Noel, Cheverie, Somerset, Walton, Upper and Lower Selma, Woodville, Waterville, Kingsport, Brooklyn, Upper Canard, Lower Canard, Hants Border, Shubenacadie, Brookville, Gaspereaux, Falmouth Centre, St. Croix, Sheffield's Mills, and Burlington, have usually all the high school grades and from one to three common school grades. The most of these schools do excellent work under the circumstances. The scope of the work is so great that the teachers in charge of them cannot do the kind of work they desire to do, and would do, in schools of a smaller number of grades. In this connection I wish to say that improvement in the schools in future, must come largely in one of the following ways: 1. By increasing the number of teachers in the schools. 2. By eliminating the high school pupils from the miscellaneous schools. 3. By grouping several schools together under one board of trustees, and providing a good central school for all the high school pupils. I am of opinion that the last plan will prove the cheapest and most effectual way of meeting the case. Many miscellaneous schools have all the common school grades and at least two of the high school grades. When the number of pupils in the section is less than fifty, all that can be done is to classify as well as possible and then try to teach them. It is surprising how much is done in this way; but it is done at a very great expense to the teachers' energy. It seems to me that the time has come to try the grouping system. The success of it in other countries, the saving in expense, and the increased efficiency of the schools are arguments in its favor. We can hold on under the present system. We cannot hope to make much advancement upon what we are now doing without some change in our methods. Are we satisfied

to have fair schools, as a whole, when we might do much better at the same or less expense?

Most teachers and sections now send complete and satisfactory School Returns. Sometimes errors are discovered that necessitate sending the sheet back for correction. This is the exception. If the trustees of graded schools would always see that all columns are added, they would save the inspector the trouble and time of doing this work, which does not belong to him, or of sending the return back for completion. It may be well to classify returns as superior, good, fair, poor, and very poor, and publish the list with the names of teachers for the benefit of teachers and trustees.

Improvements of the character of buildings, repairing, refurnishing school rooms, levelling school grounds and planting trees thereon, supplying maps and apparatus for school work, erecting flag-poles and purchasing flags, have been more common and abundant during the past year than previously. I find it necessary to caution trustees when purchasing the map of the Dominion of Canada to get new, up to date maps. Dealers have sold a good many during the past year, for full price, which are worse than worthless. I would advise trustees to return all such maps to the seller and not put them up in the school room.

A majority of the sections in this District have voted to adopt the Compulsory Attendance Act. I do not know that any have enforced it. It has been treated as optional in its enforcement rather than as law. It has failed to increase the attendance at school. Nothing short of an imperative law will do this.

The Local "Nature" Observations have been filled in by several teachers. I have examined and classified them as you requested. You will find many of them well filled and complete. This work, if properly undertaken, and the interest of the school enlisted, must prove of great value to all who do it. I think it would not be too much to expect every teacher to fill one during each term.

The schools in Pine Woods, Kings County, and Five Mile Plain, Hants County, composed of colored children, have been in operation most of the year. The former receives a grant from the School Land Fund of Cornwallis, which is expended by the inspector in accordance with the vote of the Board, the latter is aided by a special grant from the County Fund. This is also by vote of the commissioners.

The school also on the Indian Reserve, near Shubenacadie, has been open for the whole year. The attendance has been small because those people do not settle permanently, but rove from place to place. These three schools are doing much for those poor people. The Indian school is sustained, principally, by the Dominion Government.

Mr. L. D. Robinson, principal of the Berwick school of four departments, a position which he has filled to the satisfaction of the section and myself for fourteen years, was, during the year, dragged before a justice of the peace, and fined for inflicting merited corporal

punishment on a pupil belonging to the Primary department of the school. He appealed the case to the County Court and got a reversal of judgment. From the decision of Judge Chipman, which will be found, in full, in the last *April Journal of Education*, it is apparent, 1. That a parent has the right to punish his child in moderation; 2. That the teacher stands in *loco parentis*; 3. That the principal has authority to punish a pupil from any department of the school under his charge; 4. That the punishment in such cases cannot be regarded as assault and battery; 5. That punishment cannot be regarded as excessive unless it be such as to occasion permanent injury. There have been cases of fining teachers in this District in the past. In the light of Judge Chipman's decision, which seems to me conclusive, it is painfully apparent that the justices before whom they were tried were either in total ignorance of the law or wilfully disregarded it.

I visited all the schools in the District except one, and quite a number more than once during the year. The one not visited was not in session on two different days when I drove a long distance to see it. I made 357 official visits to schools during the year. I also visited sections without schools, and succeeded in some instances in arranging for schools to be started in future. I found it necessary to visit four or five sections, at a long distance from home, in company with members of the Board of School Commissioners, to discuss changes that were being sought in the bounds of school sections.

I close this report with the hope that these labors may not prove to have been altogether useless.

I have the honor to be,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

DISTRICT No. 6.—ANTIGONISH AND GUYSBORO.

W. MACISAAC, B. A., *Inspector.*

SIR:—

I beg to submit the following brief report on the schools of District No. 6, for the year ended July last.

I may say that so far as sections are concerned and the number of schools in operation, there is but little difference between the past year and the previous one; nor is there any material difference in the total enrolment of pupils and the grand total of attendance.

It is quite true that in many sections and schools I could notice a decided improvement in the regularity of attendance. But I regret to say that the relation between the progressive and indifferent schools in this direction is pretty nearly balanced. This will continue so until the ratepayers, trustees, and all interested in education are

aroused to a higher conception of a sacred duty and a better appreciation of the rights and claims of the children upon the people whose plain and bounden duty it is to educate them. Perhaps if our present educational system had not been so generous, better efforts and greater pecuniary sacrifices would have been made in the proper direction.

If we are to have good and efficient schools, it is but right and natural that the services of the best teachers available be secured and fairly remunerated. The amounts yearly voted by the great majority of sections are so meagre that in most instances the salary that the teacher receives is barely sufficient to defray the cost of lodging and ordinary necessities. Without the aid of the Government grant there would be little hope for the teachers if left to the mercy of those who benefit by their thankless and irksome services.

In view of these clear and indisputable facts, it is a matter for congratulation and encouragement that the great bulk of our teachers are so energetic, earnest, and devoted to duty, and that so many of our younger ones are making such laudable efforts from year to year to equip and prepare themselves for the profession. Despite the fact that the course of study is of a very high order, and that each grade in its own place and proportion is a rigid test of scholarship, the result of the last Provincial High School Examinations in my inspectorial district has been very satisfactory. Though this is largely due to the schools and institutions in which our successful candidates have been trained, and the industry, ability and application of the candidates themselves, it is but just to say that though there are some who are not entirely pleased with the course of study, no one can fairly deny that the questions submitted at these examinations, although strictly based on the course of study, are fair and rational, and in a way calculated to bring out the ingenuity and skill of the candidates. It is to be hoped that in a few years, when our schools will be largely conducted by teachers thoroughly conversant with the subjects and intimately acquainted with the various details of the respective grades, matters now complained of will be considerably simplified and made highly satisfactory. This is the history of education, progress and development in every condition of life. I trust that at no distant day our common and high schools will be so conducted under efficient and capable teachers well paid for their work. Those difficulties that now present themselves will greatly diminish if the teaching profession is put on a more lucrative and permanent basis. The course of study should aim at the high ideal realized by both college and university.

The graded schools, as a general rule, do the best work and produce the best results, because it is much easier to do high school work in them than in the miscellaneous schools, many of which are doing well in high school work under skilful and painstaking teaching.

Considerable improvement has been made in the way of repairs, and in the levelling of school grounds, and beautifying school sites and environments.

Three new and commodious school buildings have been erected during the year—at Sandy Cove, Stormont and Country Harbor Mines, in Guysboro. They are capable of supplying the needs of those sections for many years.

I am glad to be able to report that the school returns were, with hardly an exception, correct and satisfactory. Last spring I issued the following circular to trustees and teachers to caution them against the errors and blunders of which I complained in last year's report :

"To Teachers and Trustees.—I beg to notify teachers and trustees in all school sections in Inspectorial District No. 6, that the yearly returns next July should be filled in correctly as prescribed by law. The 15th of July is the last day for reception of school returns at Inspector's office, and the 3rd July the last day for minutes of annual meeting of school sections. Let trustees and teachers see to it that there shall be no delay. A return later than the 15th shall not be received, and no Government grant or county funds can be paid unless the returns are strictly correct, all questions fully answered, and the columns correctly added. The oath of teachers and certificates of trustees are to the effect that the return is fully answered and correct in every particular. The Superintendent of Education, in his last report, says : ' Neither the teacher nor trustees are entitled to the receipt of any public funds until the returns are made out in accordance with law.' This is simply carrying out the law. Should any return prove defective, it shall be laid aside, and teacher and trustees have to put up with the consequences. We cannot have reliable statistics on educational matters unless the returns, on which the Annual Report of the Superintendent of Education on the Public Schools of Nova Scotia is based, are correct, and fully and clearly answered. I also request all teachers to answer as fully and correctly as possible the questions on ' Local Nature Observations ' accompanying the April *Journal of Education*."

I have pleasure in stating that the above request has been well complied with, although there are still a few teachers impressed with the erroneous idea that the questions on " Local Observations," etc., are not of paramount importance. When these questions are made as obligatory as those in the returns, they will be answered with as much accuracy and completeness.

Although there are no marked or striking changes in the schools of this district since my last report, I am glad to be able to say that the result of the year's work has been on the whole very satisfactory.

I have the honor to be,

Your obedient servant,

W. MACISAAC.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector*.

SIR :—

I have the honor to submit the following report on the educational work of District No. 7, for the year ended 31st July, 1899, in addition to the voluminous statistical tables already furnished.

Those tables, I regret to state, show the number of vacant sections to have been in excess of the previous year, the County of Cape Breton having had 30 idle schools as compared with 16 in 1898, and Richmond County 10 as against 7. For the former county, this is the largest number in ten years, 34 sections having been vacant in 1889. The only reason assigned for this increase is the alleged difficulty to secure teachers. With very few exceptions, these vacant sections are among the weakest in the district, both financially and in the number of school-going children. The fact of their schools being closed is not, therefore, a correct gauge of the general supply and demand of teachers in the district, still less throughout the Province; the ability or willingness to pay reasonable salaries would in every case have secured the class of teachers required. This difficulty has been so frequently and so generally discussed that there seems to be nothing left to be said upon it. The time may come when our schools will be classified as our teachers are, and a certain salary will be, by some means, secured for the requisite class of teacher according to the grade of each school. Then, I venture to predict, will there be very few, if any, vacant schools; but while the engaging of teachers is left to trustees with slender resources at their command, and to others who are indifferent as to whether there be schools or not, and who simply lie on their oars waiting for some one to turn up who is content to teach for the estimated amount of county fund and government grant, the filling of the class of schools under consideration will always largely depend upon such circumstances as are generally looked upon as accidental. I fail to see, therefore, any special significance in the increase of vacant sections to a number which, while far above the minimum, is still below the maximum.

An application to the Board of School Commissioners of the District of Cape Breton, to establish a new section in the vicinity of Louisburg, disclosed to the parties concerned the unknown or forgotten fact that a section already existed there, requiring only a readjustment of boundaries to suit the altered conditions that have arisen in the lapse of sixteen years, the length of time that "Holland" section (re-numbered 111) has lain dormant. It remains to be seen whether the resuscitation is the result of a serious desire to establish a school, or, as some suspect, to escape the duties and responsibilities of ratepayers in an important and progressive section like Louisburg, as they thought themselves to be. Up to date of writing, no progress beyond holding a meeting and appointing trustees has been

reported, so that for the past year the number of organized sections in Cape Breton County is left unchanged.

In Richmond County, a new section called "Aberdeen," No. 34½, at Loch Lomond, was added to the list, after many years of agitation. This addition was, however, neutralized by the partition of section No. 44, St. Peter's, between the adjoining sections, Macdougall (St. Peter's village) and Lynch's River, leaving the number of sections as before. The policy of consolidation is being still further pursued, however, in this vicinity, the Board having at its last session in July partitioned another small weak section, River Tier, No. 53, annexing the major part to Macdougall section above mentioned on the one hand, and the remainder to River Bourgeois on the other. This change went into operation only at the beginning of the school year now current, and its effects will claim consideration in a future report.

In Cape Breton County, two additional departments were opened, one at Sydney and another at Sydney Mines; while three were closed, one each at Low Point, Gowrie, (Port Morien) and Caribou Marsh. In the last named, a straggling rural section, two schools had been maintained as an experiment for the previous three years, the Commissioners refusing to divide the section. The system was found too expensive, justifying the Board's contention that two schools could not be supported without special aid, and one central school will have to be resorted to. The reduction in the number of departments at Gowrie and Low Point was consequent upon the closing down of the mines at those places.

In Richmond County, one additional department was opened in Brymer section in the District of L'Ardoise, where a fine large and commodious school house with two apartments has been built and the school graded. L'Ardoise can now boast of three of the largest and finest school buildings in the county, there being three of two departments each within a distance of about as many miles. The great pity is that these three sections had not united their resources and established one good central school where the advantages of closer grading could have been secured.

I shall now present in tabular form, as usual, a few of the most important statistics, in comparison with those of the previous year.

THE NUMBER, SEX AND CLASS OF THE TEACHERS EMPLOYED.

	MALE.				FEMALE.				TOTALS.		
	A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Totals.
Cape Breton .	4	13	16	27	..	10	50	42	60	102	162
Richmond . . .	1	2	15	15	..	1	7	31	33	39	72

ATTENDANCE OF PUPILS.

Cape Breton County.

	Under 5 years.	5 to 15.	Over 15.	Total An- nual En- rolment.	Total days' attend- ance for year.	Average of Quarterly percent- ages of at- tendance.
1899.....	111	7040	481	7632	847,376	64.75
1898.....	136	7231	513	7880	889,067	66.0
Decrease.	25	191	32	248	41,691	1.25

Richmond County.

1899.....	81	2746	166	2993	304,511	61.2
1898.....	74	2844	194	3112	329,291	63.3
Increase..	7	.....	.....	.....	.....	.....
Decrease.	.....	98	28	119	14,780	2.1

The proportion of the population at school was 1 in 4.48 as compared with 1 in 4.3 for the County of Cape Breton: and for the County of Richmond, 1 in 4.8 as against 1 in 4.6 the previous year. The difference is fully accounted for in each case by the large number of idle schools, so that the average attendance at the schools in actual operation was not diminished.

Neither do the amounts provided for general school purposes or for teachers' salaries show any startling differences, as seen in the following tables:

CAPE BRETON COUNTY.

	Amount voted for all school purposes.	Portion for Build- ing and Repairs.	Amount of Salaries paid by Sections.
1899.....	\$ 30,203 00	\$ 4,240 00	\$ 25,939 00
1898.....	30,687 95	5,383 50	28,018 50
Decrease.	\$ 484 95	\$ 1,143 50	\$ 2,079 50

RICHMOND COUNTY.

1899.....	\$ 7,650 00	\$ 1,300 50	\$ 7,464 00
1898	7,511 50	1,526 00	7,636 00
Increase	\$ 138 50	.....	.....
Decrease .....	.....	\$ 225 50	\$ 172 00

The sums voted for building and repairs, though not very large, account for considerable activity in that direction. New school houses were found occupied in the following sections of Cape Breton County: Upper Grand Mira, Loch Lomond, Gabarus Lake and Catalone. The three last named, while owned by the respective sections, were built in company or partnership with local Temperance societies, each having a more or less commodious "Hall" up stairs, and when finished will be very creditable buildings for rural sections,—notably the one at Loch Lomond, which is of good dimensions, lofty and well lighted, with two entrances and necessary lobbies. Besides the above, there were in course of construction one at Portage, and the one at Big Pond, referred to in last year's report, showing not much, if any, progress since my previous visit.

In Richmond County, besides the new building in "Brymer" section, Lower L'Ardoise, already incidentally referred to, were found occupied new school houses at "Aberdeen," Janvrin's Island, and Stirling; as also more or less advanced buildings in progress at Franboise and Cape Breton. The one at Salmon River, referred to in last year's report, was still unfinished but well forwarded towards exterior completion.

If the new school houses reported from this inspectorate from year to year for (say) the last ten years were all enumerated, it would make up a very respectable number—such a number, indeed, as would lead to the inference that there must be few of the poorest class left. And such is the fact, comparatively speaking. Of course, it cannot be claimed that all or perhaps even many, of the new buildings erected within the time mentioned come up to the standard of the ideal modern school house, but generally speaking, we are approaching or trying to approach that standard from year to year. The "Ideal" is, however, rather variable, seeing that there is no official standard to be followed. The want of *legalized* plans accounts for a large measure of the lack of adaptability to be found in many of the newest buildings which might as well as not have been up to date in shape and style if only a little official pressure could have been used.

I trust we can justly claim that the intellectual development is at least keeping pace with the material progress. Improved and more intelligent methods of teaching are steadily and surely replacing the old-time system of hearing memorized lessons from the text book. The number of trained teachers has been steadily increasing in the last decade from 12.2 to 26.5 per cent in the County of Cape Breton, and from 6.4 to 22.2 per cent in Richmond. And when I speak of trained teachers I refer only to those holding Normal School diplomas,—a number that does not include many of our best and brightest teachers, educated and trained in some of the best institutions in the Province and outside of it who never attended a Normal School.

When, at the close of the school year 1898, Mr. E. T. MacKeen decided to sever his connection with the Academy of his native town and to permanently retire from educational work, it was a matter of

intense surprise and keen regret to all his co-workers, and one of deepest concern to many of the best friends of the institution of which he had been Principal for ten years, and with which he had been identified in one capacity or another for over sixteen of the best years of his life, not to speak of his school boy days. To replace a man of Mr. MacKeen's well known talent and ability is not at all times an easy matter, any more than it is undertaking a light responsibility to succeed so successful a teacher: and it was felt that the school authorities of Sydney had on their hands, in the selection of his successor, a contract of more than ordinary seriousness. Wisely, as events are showing, they did not go far afield in their search, and the mantle fell on the capable shoulders of the scholarly and talented Vice-Principal, Mr. Frank I. Stewart, B. A. (Lond). In addition to succeeding a successful teacher, Mr. Stewart assumed charge at a critical period in the history of the Academy, if its development is to keep pace with the anticipated and predicted progress and prosperity of the future city of the east; and the experience of the year just closed justifies the expectation that he will "rise to the occasion."

Mr. D. S. McIntosh, a teacher of ten years' experience, who came well recommended, acceptably fills the Vice-Principal's chair.

The attendance of pupils at the Academy for the year was as follows: Grade IX. 46; X. 24, and XI. 8; total number enrolled 78; average daily attendance, 51.9. This is the largest average daily attendance for a whole year attained in the history of the Academy, though not the largest enrolment, there having been 87 registered in 1890 and 81 in 1892.

The number of pupils receiving instruction in the High School course in all the schools of the district, as compared with last year, by counties, was as follows:

Cape Breton	{	1899, Gr. IX, 305; X, 87; XI, 20; XII, 0; Total, 412
	{	1898, " " 297; " 76; " 24; " 1; " 398
Richmond	{	1899, Gr. IX, 79; X, 34; XI, 7; XII, 0; Total, 120
	{	1898, " " 77; " 35; " 3; " 0; " 115

The number sent up for examination to the various stations was as follows: Arichat, 35, North Sydney, 52; St. Peter's, 51; Sydney, 96; in all 234.

I have not failed to observe that, for a number of years past, where measurements are required to be given in the statistical part of the Educational Report, as in Table XIX, the "Meter" has been employed. There may be no special significance in this fact, but when it is coupled with the other facts that the Metric System is required to be taught in our public schools by being given a place in the prescribed text books, and that the examination papers, from the "Academy Entrance" up to the highest grade of the course requiring arithmetic, contain one or more questions about it, one may be pardoned for inferring that it is the policy and desire of our education department to familiarize the rising generation with a system

that is already so widely used throughout the civilized world, and whose adoption in our own country can only be a question of time. I have taken some interest in the matter recently, and I find that in very few schools has any particular attention been given to the subject, from which I am led to believe that very few answers must be given to that class of questions in the examinations. This is to be regretted, more especially when it is considered how little there is to be studied or committed to memory in this simple, logical, and rationally connected system, as compared with our irrational and confusing jumble of "Tables," whether in weights, measure of capacity, or of dimensions. I had the good fortune of being favored, lately, by the Honorable the Minister of Inland Revenue, with a cabinet containing a set of measures from the liter down to the centiliter, weights from the kilogram down to the gram, and a neat weighing scale, together with lineal measures—meters, one folding in two and another in decimeters for the pocket, a plotting scale, a measuring tape, a surveyor's chain, etc., etc., accompanied by a beautiful large chart explanatory of the whole system. How easy and simple would the teaching of the system be made could each school be supplied with these *transparent* object lessons! I am persuaded that were the subject seriously taken up and explained with the aid of such models and charts, the rising generation would not only welcome the adoption of the system but would soon be clamoring for its introduction. Fancy the present generation, familiarized as it now is, by custom, with the decimal system of currency, remaining content with inconsequent and cumbersome old "Pounds, Shillings, Pence and Farthings!"

I have the honor to be,

Your obedient servant,

M. J. T. MACNEIL.

A. H. MACKAY, ESQ., LL.D.

Superintendent of Education.

DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN MCKINNON, *Inspector.*

SIR:—

I beg leave to submit the following report on the schools of this inspectorate, for the school year ended July, 1899.

Inverness County is divided into 166 sections, but of these, six, of which a list was given in my last annual report, may be considered as permanently disorganized, the school-going children being largely absorbed into the schools of contiguous sections. The county may now be considered as divided into 160 sections,—of these 24 were without school during the year.

Several causes contributed to this large number of vacancies, the chief being financial weakness, through smallness of area; to this

may be added, apathy and indifference on the part of trustees and parents, and possibly in some back land and remote sections the suppression of "permissive" licenses,—though all sections had timely notice of that coming and much needed change.

There were six vacant sections in Victoria County, and nearly all in the Cape North district, where, from its isolated position it is difficult to induce teachers to accept engagements. It is hoped that in the near future Cape North, itself, will be able to supply the eight school sections with teachers. Until that occurs, or the salaries offered are materially increased, vacancies will continue in North Victoria.

Numerous vacancies may be anticipated to continue, in Inverness County especially, until some twenty-five or thirty weak and small sections are divided up and joined to adjacent sections. I have pleasure, however, in stating that two such small sections in North Inverness, "East Outlet" and "West Outlet," Lake Ainslie, during the year under review, became convinced that it was to their interest to effect a union, and that at a meeting of the School Board in June last, these two became one section, with the general consent of ratepayers. The effective services of the local Commissioner, D. McMillan, Esq., in this connection is deserving of special mention and commendation.

I hope to be able to announce further instances of consolidation of weak sections in the near future, but for adequate and effective reform some changes in the provisions of the Education Act are indispensable.

I regret that, from the late date in the school year at which several schools were opened, I was unable to visit some located in distant places, it being beyond my power to visit such localities a second time.

The County Academies at Port Hood and Baddeck, under the respective principalship of Somers P. Smyth and of James McD. McPhee, each having an effective staff of teachers, are doing superior work. The same may be said of the High Schools at Port Hawkesbury and Mabou. The latter has been reduced to three departments as an experiment, the wisdom of which remains yet to be tested.

The trustees of "Margaree Harbor" and of "Margaree Forks" sections have engaged each a second teacher, making these graded schools with two teachers each.

The school at the "Forks" has been for several years conducted by Mr. Chrysostom J. Tompkins, a most efficient and successful teacher, and from which have gone forth several well-trained candidates for the teaching profession. The grading of this school, which has an attendance of one hundred pupils or over, will enable the principal to accomplish still better results.

The trustees of Port Hastings section, at the beginning of the year, restored the second department of their school, thus adding much to its usefulness.

“Margaree Harbor” section has completed and taken possession of a handsome and very commodious school building, containing two ample class rooms, halls and cloak rooms.

In Victoria County, new school houses have been finished and occupied during the year in “Big Hill,” “Indian Brook,” “Gillander’s Mount,” “Grant” and “Nyanza” sections. The two last named are very commodious and excellent buildings.

The graded school at Whycocomah, North Inverness, has been re-seated with desks of the newest and best designs, adding much to the comfort and appearance of the rooms. An abundant supply of maps has been provided, and additions have been made by the teachers to the apparatus and equipment of the school.

More or less repairs have been effected on a number of other school buildings through the district, but many more are still of a most inferior character, several of which must be condemned in the immediate future, unless replaced by new buildings.

I regret to have to report the destruction, by fire last February, of the school house at “North Ainslie.” A new and better building is in course of construction.

School work has gone on as usual without any change inviting special comment, the good and industrious teacher doing, even while meeting with difficulties, good work; and the indifferent and slothful, doing poor work.

Among the serious obstacles to satisfactory progress the following may be named:—The small sections which are unable to pay any sum approaching a decent salary; trustees who are incompetent and ignorant of the provisions of the school law, and who have no desire to be informed, or to discharge the duties they do know, with any zeal or spirit; the indifference of parents and their disinclination to make adequate provision for the support of an efficient school; scarcity of school books and apparatus; cold and badly seated school buildings; but chief and worst of all, irregularity of attendance. This last is really intolerable, and means should be found without further loss of time for providing a complete remedy. The cure of some of the other evils named will necessarily be a work of time, but this should be amenable to immediate reform.

It may be accepted as settled, that outside of incorporated towns compulsory attendance of pupils by means of inflicting fines, is, and will be, a complete failure,—trustees will not prosecute and magistrates will not convict. The remedy must be sought along other and different lines; the legal enactment must be positive and not merely permissive or optional. Let the parents or guardians be assessed in sums equivalent to the loss sustained by the section, direct and consequential, by the absence of pupils, to be collected with and as part of the other rates. The justice of this is so obvious to the average rate-payer that the public opinion of the section will be strongly exerted in its favor.

In a considerable number of sections the provincial and county grants are expected to support the schools without burdening the ratepayers with any sum beyond paying the poll tax. Some stringent regulation should be adopted to compel sections receiving a share of "poor aid" grant to contribute a minimum sum, based upon the property valuation of the section, towards the support of the school, before participating in the benefits of the special "poor aid" grant.

Referring to the teaching of the different subjects of the Course, I may say that but little progress is being made in Vocal Music and Calisthenics; Hygiene and Temperance, on the other hand, receive much attention, — the subjects and text-books are favorites with pupils and teachers, and parents as well. In Nature Lessons, interest and improvement are everywhere visible, a fact largely accounted for by the interest awakened through the "Local Nature Observations" blanks sent from the Education Office.

The quality of the instruction given in Language, Geography, Drawing and Arithmetic is in a measure illustrated by the results of the Provincial and High School Entrance Examinations. In that view, it would appear that Arithmetic and Drawing are not well taught. In regard to the latter subject, it must be remembered that many of the older teachers are not well qualified to teach drawing.

The schools, as a whole, are certainly improving. This can better be estimated by comparing periods of time, rather than one year with another.

The statistical tables, already submitted, furnish detailed information respecting the school work done during the educational year.

I have the honor to be, your obedient servant,

J. McKINNON.

A. H. MCKAY, ESQ., LL. D.,

Superintendent of Education.

DISTRICT NO. 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, LL. B., *Inspector.*

SIR:—

I beg leave to submit the annual statistical tables, and the abstract thereof required by law, together with the following brief report of my inspectorial District for the past school year.

Every organized section in Pictou County had school during some portion of the year. There was one vacancy—Upper Kemptown—in South Colchester. Only one section in Pictou County, and only two in South Colchester had school for less than one hundred days. The year's record is, therefore, particularly good.

The new school-house at Carriboo Island has been completed and school re-opened after being closed for eight years. The new school

room is neat, comfortable, well furnished, and creditable to the people of the Island.

Ardness school section, in South Pictou, on the Antigonish border, was re-organized in January. It had been twenty-eight years without trustees, school-house or school. A new building will be put up in time to have school during part of next year.

Black Brook, also in South Pictou, has completed its new building, and has had school for the first time in its history.

Much less money was expended in repairs and improvements this year than last, for the very satisfactory reason that less was required. Nearly all of the school-houses in my district are now in fairly good condition.

I am able to report considerable improvement in the case of school grounds and premises. In most sections Arbor Day was devoted not merely to tree planting, but to cleaning, grading, and beautifying school grounds. An increasing number of trustees and parents manifested an interest, or took part in this work, although it was still in many cases left to pupils and teachers alone.

A noteworthy event of the year was the liberal vote of the town of Westville for a new school building. The old buildings of the town had become so unsuited to the requirements of the place, that, after many remonstrances, I was compelled at last to have them condemned. Considerable opposition developed at first; but it disappeared in greater part after I had met the town board of school commissioners and members of the town Council, and explained the situation fully to them. A meeting of ratepayers, subsequently called, unanimously voted the sum of fourteen thousand dollars to be devoted to the erection of a central, eight-roomed, brick building. The foundations of this building have already been laid on a good site. It gives certain promise of being, when completed, a credit not only to the town of Westville but to the County of Pictou. It will likely be ready for occupation after Christmas vacation. Should its influence in the community prove as wholesome as that of the new building at Stellarton has been, the citizens of Westville will have no cause to regret their liberality.

The school equipment of the five incorporated towns within my district will henceforth be practically perfect.

In the village of Trenton, I have consented to one year's extension of time for building, owing to some apparent uncertainty as to the future movements of the "Steel Works," on which the prosperity of the place mainly depends.

You will be gratified to learn that the ratepayers of Merigomish School Section, No. 41, South Pictou, at their last annual meeting, by a unanimous vote, directed their trustees to provide the school house

with a suitable flag and flag-pole. A number of sections in my district already have flags, the gifts of individuals, or purchased by subscription or with money earned by public entertainments of various kinds. Merigomish is the first section to recognize the flag as a part of its school equipment, and to make its provision a regular charge upon the school funds in the hands of its trustees. This is highly creditable to the progressive people of Merigomish.

It gives me much pleasure to be able to report that Empire Day was almost unanimously observed by the schools of my district. In the majority of cases it was, I think, most admirably observed. There seems, judging from the reports sent to me, to have been a general absence of mere brag and silly national self-glorification, such as I greatly feared might mar the proceedings. Most of the teachers and others who took part in the ceremonies appear to have clearly caught the idea that the day is one to be devoted to the consideration of what we can do to make our country a better constituent of the Empire, and ourselves more worthy subjects of it, rather than to idle boastings concerning the extent of our territory or empty mouthings about our flag. I hope for still better results next year. The influences of Empire Day, if we safe-guard it judiciously, are destined to be far-reaching and very good.

You will permit me to mention again the excellent effect of your "Local Nature Observation" papers upon the schools of my district. Almost every section was a centre of interested observation during the year. I have reason to believe that not a few sets of "Observations" were withheld in the belief that not enough had been accomplished to make them worth returning. Some of these were probably better than others that were sent in. But in spite of the ones kept back I have still been able to transmit to you papers from a large percentage of my schools—many of them, I am sure you will agree with me, of a highly creditable character.

The number of candidates for High School examination at the various stations in my district, increased by more than one hundred over those for July, 1898. I sent you a list of over eight hundred names. You will pardon me if I once more point out that the clerical work required in this connection is very great. The clerical work of my office, apart from the duties of visitation and inspection, is now, I consider, quite enough for one man.

The number of miscellaneous schools doing or attempting to do High School work is constantly increasing. More than one-half of the miscellaneous schools in my district had grade nine classes during the year. Eleven in South Colchester, and twenty-three in Pictou had grade ten classes. One in South Colchester and seven in Pictou county had grade eleven classes. One in Pictou County, with only one teacher, had every grade, from one to twelve. The quality of the High School work done in such schools is necessarily inferior, owing to the lack of proper appliances, the lack of time, and the absence of other desirable conditions. But it is not to the character of the

High School work accomplished that I object so much, as to the disproportionate share of the teachers' attention engrossed by the High School pupils. I think I may safely say that in the average school even one such pupil is generally permitted to take up more than one-half of the teacher's time, to the manifest loss of all the other pupils. Furthermore, new teachers turned out of such schools are in most cases but ill-prepared to teach. Their memories have simply been stuffed with text-book information. They have had opportunity neither for observation nor adequate mental development. Should there not be some speedy remedy for so unmistakeable an evil?

Will you permit me, in closing this report, to suggest several amendments, which, in my opinion, ought to be made in the school law? First: It seems to me that an alteration in Section 11 is desirable. Where the union of two or more existing sections is advisable or necessary, as it undoubtedly is in not a few cases, boards of commissioners should be empowered to unite them together either on the report of the inspector for the district, or of a specially appointed committee of their own members, without waiting, as now required, for such sections to take the initiative, which they can rarely be induced to do. At least, this section should be amended so as to enable the commissioners to take action at a special meeting instead of at the annual meeting only. A year's delay is often fatal to a proposed union of sections.

Second: Inasmuch as the province and the county in combination furnish at least one-half of the money required for the maintenance of school in the average section, it seems to me that they, as well as the section, should have some voice in the selection and dismissal of teachers. The inspector, who represents the province and the county within the limits of his district, is in a position to know, and generally does know much more about the comparative merits of teachers and the requirements of schools than do the trustees of a section or the commissioners of an incorporated town. I would suggest, therefore, that the inspector be given the power of veto, as between trustees and teachers. This would tend to check the too common practice in country schools of selecting teachers with a view to cheapness alone. And it would control the parochial spirit which prevails in so many towns, and excludes the most capable "outside" teacher in competition with a native or resident of the town, however incapable such "insider" may be.

Third: I would strongly recommend that an immediate end be put to the "Special Act" nuisance, by means of which an increasing number of sections are demanding and securing from the Legislature exemption from the provisions of the general assessment law. There can be no reasonable question that the principle of that law is right. To permit individual sections, for the mere asking, to trample upon it as they have been doing of late, is impolitic and wrong; and the nuisance threatens to become epidemic, so to speak, if one may judge from the minutes of the last annual meetings of the sections. I would most respectfully suggest that, in future, bills for the granting

of such special assessment privileges to sections only be considered by the Legislature when they are endorsed by the annual meeting of the board of commissioners, by the inspector for the district, such endorsement to set forth clearly the peculiar conditions of the section which are relied upon to entitle it to special consideration from the Legislature. I would further respectfully suggest that all Special Acts already passed—except such as may be approved by the board of school commissioners or the inspector for the district, as the case may be—be repealed after one year's notice.

I have the honor to be,
Your obedient servant,
W. E. MACLELLAN.

A. H. MACKAY, ESQ, LL. D.,
Superintendent of Education.

DISTRICT No. 10.—CUMBERLAND AND NORTH COLCHESTER.

INGLIS C. CRAIG, A. M., *Inspector.*

SIR:—

I herewith present the report of District 10, for the year ending July 31st, 1899, together with the statistics.

Registration of Pupils.

1899	11,723
1898	11,121
Increase	602

The male pupils are 225 in excess of the females. This I have observed for seven years is about a constant quantity. It is an opinion generally entertained that the female population at school is the larger.

Days' Attendance.

1899	1,324,346
1898	1,206,636
Increase	117,710

Total Amount of Teachers' Salaries paid by Section, not including Government Grant.

1899	\$39,341 00
1898	33,914 00
Increase	\$ 5,427 00

*Total Amount of Teachers' Salaries paid by Government,
not including Academic Grant to Amherst.*

1899.	\$21,379 02
1898.	20,863 71
<hr/>	
Increase	\$ 515 31

Amount of salary paid 283 teachers this year, \$60,720 02.

Number of Schools in Session.

1899.	283
1898.	275
<hr/>	
Increase	8

This brief statement shows a healthful condition in the material progress of the district. Sections which, in my last report, I thought could not be resuscitated for some time, have suddenly reorganized and now have school. These are: Beaver Meadow, Allen Hill, Athol, and Greenvale Station. Practically, last year, Lower River Hebert was a part of River Hebert as far as attendance was concerned. Those of the former section desiring access to school privileges, pooled their means and engaged carriage to and from River Hebert school. Financially this was a successful innovation, and moreover gave those attending the graded school superior advantages. Virtually there are now but two sections in this district without schools where they are needed, and these are in Eatonville and Westchester Mt. In the latter section I made a house to house canvass, and have encouragement enough to believe that before the close of another year school will have been maintained at least six months.

NEW BUILDINGS.

In New Britain a new school house supersedes the one destroyed there by fire in 1898.

At Economy a two-department building has been erected on the site of the house destroyed by fire in 1898. This house is modern in design; the interior in its arrangement is all the most fastidious could desire; the exterior is wanting in architectural beauty, but there should be no disposition to criticize those who had the care of its construction,—they did the best they could with the means at their command.

The outlook for this section is much brighter than it has been for years. When the bitterness of feeling has subsided a little more, I hope that every citizen of the section may see the wisdom of maintaining the section in its entirety. Those most in favor of disruption are now enjoying in the High School department these privileges which it would have been almost impossible to obtain except at great personal sacrifice.

In Cumberland, school houses have been built at Thompson Station and West Halfway River—in both cases well done.

In Northport and Apple River the population of the sections outgrew the school accommodations, and of necessity school buildings have been enlarged and schools graded. In the latter section the work was voluntarily undertaken. This was pleasing to the Parrsboro' Board of School Commissioners, who appreciate much a Board of trustees who can forestall them in this way.

BUILDINGS HAVE BEEN CONDEMNED

at Chapman Settlement, Rushton's, Cannonsville, Wentworth, Millvale, New Prospect and Birchwood.

TEACHING.

My reports on teaching and management have been given monthly, and therefore it is not necessary to expatiate upon this subject further. We are in this district a long way from Normal methods, and will be until we can recruit the ranks of the profession from college or training school, where scholars have been detained until they know the business. An unusual number of boys and girls have supplanted the older teachers this year, and during their empiric stage many a section will become the victim. In sections where public opinion is educated to the necessity of supporting efficient schools, an inspector's supervision is less needed than in those places where all school business is done as exigencies demand. I think that it would be in the interests of our schools could inspectors come in touch with the officials of the school, and discuss with them the educational needs of every section; it would be still better could we meet the entire section in a public meeting. The term "inspector," as it is generally accepted, is not the most fortunate; it means to many "detective" instead of "co-worker."

THE COURSE OF STUDY.

It is an opinion generally entertained that the course of study is sufficiently academic for the present time. Completeness of the course, not expansion, is the demand. There is nothing in it one would dare eliminate, as each subject of the course has its own champions. To touch Geometry would call forth a tirade of criticism from the lovers of Mathematics, yet some there be who would have this subject supplanted by Latin. Truly they could not be trusted to frame a course of study. There is the middle way open between the extremists *for* our teachers who in our associations and institutes have the making of the course of study in a large measure in their own hands. Surely some of these men and women of culture and good training must know how much work childhood can stand. They, if true teachers, are in sympathy and touch with those who have committed their children to their care and tuition.

I am not undertaking a defence of our course of study; it is not above criticism; none such have been created. I think, though, that

an inspector's office gives the most excellent opportunity to look both ways on this subject. In former reports I have called attention to over-grading, and I am still of the opinion that the prescription is not so bad, but it is the way and the time in which it is administered which give rise to complaint. Over-grading, I repeat, is the most serious blunder made by the teachers of the rural school to-day, and it is almost impossible to correct. To such an extent is it supported by parental influence, that teachers who know what is right seldom have the courage to assign a pupil, once misplaced, to a proper grade where he can easily and intelligently perform his work, as this means either the child's estrangement or the withdrawal of some ratepayer's sympathy. In the town schools, where over-grading is practised, it arises from a pressure on the accommodation rather than from any fault of those who have the work under supervision.

Were I permitted to have my way, I should give prominence to a subject which is hardly named, save in an incidental way, in our schools,—that is, Agriculture, Horticulture, Arboriculture, and those sciences which are the auxiliaries to these subjects. But this means technical education, and how far can we adapt our elementary schools to this condition of affairs? That is a problem to solve.

HIGH SCHOOLS.

In this district I have been compelled to notice a criticism on the special endowment of the High Schools known as County Academies. The opponents of the system contend that whatever claims may have been offered for their maintainance at the time of the inception of our Common School Act that they have now no force; that work of like character is being done in all the High Schools and as well, is evidenced by the government examination; that just 20 per cent of the High School work of Cumberland was done by Amherst last year, and that 45 per cent of the High School work of Colchester by Truro; that not enough non-resident pupils attend these institutions to warrant the government outlay; that High School work is being fostered at the expense of the common school which represents 90 per cent of the school population; that the academic grant (\$3000 a year to Amherst and Truro) would more than reimburse the teachers of the common schools of these counties for the shrinkage (\$1137) on their grants last year and still leave over \$1800 as special grants to teachers of the highest class.

EMPIRE DAY.

This was an innovation and all schools did not fall into line. But it was surprising with what fervor many responded to the recommendation of the Education Office. Fifty report the exercises of the day and I have selected one typical of the rest and beg leave to give it a place in this report—

Wallace, March 26, 1899.

SIR,—As requested by the Education Office, I send you an account of our celebration of Empire Day. The flag was raised at 10 a. m., and the examination in the Primary department commenced at the same

hour. Quite a number of parents and others were present. After regular school work there was a short talk on the British Empire, and a recitation by ten boys and girls on the flag.

At 2 p. m. the principal's room was well filled with visitors about 30 being present. The following was the programme :—

Grades V and VI: The Bonfire of Craig-gowan.

All: Lesson on the Flag and Canadian Arms.

Recitation: For Flag, Queen and Country.

All: Lesson on Empire with British possessions filled in with red chalk (on a map of the world drawn upon the board) as the lesson proceeded.

Grades VII to IX: Reading, "British, Colonial, and Naval Powers."

Essay on the Queen by a pupil of Grade XI.

Recitation: "Canada Forever."

Essay on "Things for which the Empire Stands—Liberty, Justice, etc., by a Grade VI pupil.

Speeches by visitors.

The Arms of Nova Scotia, the Canadian Arms, and the Royal Standard were drawn with colored crayons upon cardboard and hung upon the walls of the school room. These were the work of two of the pupils.

Yours sincerely,

WM. M. HEPBURN.

Reports were not given in very many instances even where the day was duly observed, due probably to an excessive diffidence on the part of teachers. Another year I shall be able to show that none disregarded it. There is no doubt that prominence given such a theme will have beneficial and far-reaching results.

PHENOLOGICAL ORSERVATION.

I have already classed, as you desired, and sent forward to your office, one hundred reports. I have indicated by indorsement those which I believed were of special worth.

TRUANT SCHOOL.

The town of Springhill made a very laudable effort this year to give the Compulsory School Act a fair trial. A new room was especially set apart for this purpose, and apart from the other school buildings. It was soon found that the association of the word "truant" with the school had a detrimental influence. Even incorrigibles have some self respect and cared not to attend such an institution. The changing of the name to "Main Street School" corrected this mistake. I was able to visit the school twice, and desire to report that the establishment of such an institution for the careless a very great success. The influence of the teacher, Mr. John A. Munro, contributed not a little to the issues involved in the experiment. His

efforts were supported by the local school board who faithfully discharged their duties. The school had special recognition, as many prominent citizens paid it a visit for the sake of helping the boys.

The registration of the school was.....	47
Daily present on an average.....	32
Average of quarterly percentages.....	67.3
Days attendance.....	4929½
Ages of the boys.....	8 to 15½

No institute was held during the year. So many breaks having occurred in last year's work my inspectorial duties were consequently a little more onerous this year. Next December a session will be held in Oxford.

I have the honor to be,
Your obedient servant,

INGLIS C. CRAIG.

A. H. MacKAY, Esq., LL. D.,
Superintendent of Education.

APPENDIX C.

REPORT OF THE BOARD OF SCHOOL COMMISSIONERS

OF THE

CITY OF HALIFAX.

YEAR ENDED - - JULY 31st, 1899.

(I.)

CHAIRMAN'S REPORT.

OFFICE OF THE BOARD OF SCHOOL COMMISSIONERS,

Halifax, October 26th, 1899.

A. H. MACKAY, ESQ.,

Superintendent of Education, Province of Nova Scotia.

SIR,—I have the honor to submit, herewith, for the information of the Council of Public Instruction, the report of the Supervisor of Schools for the City of Halifax, together with the Statement of the Secretary of the Board, showing in detail the receipts and expenditures for the year ended 30th April, 1899.

In doing so, I have to express my high appreciation of the faithfulness and zeal with which these gentlemen have discharged the various and important duties entrusted to them. The great care and exactness with which the Secretary of the Board keeps in hand the extensive and intricate business matters assigned to him, and the unfailing zeal and tact with which the Supervisor fulfils the duties confided to his care are beyond praise.

The Secretary's statement shows that the expenditure of the Board for the year ended April 30th, 1899, was \$1,519.33 in excess of the estimate. In view of this fact, and the necessity for strict economy, the Board felt compelled to refuse all requests from teachers for increases of salary, and made no increases except those which teachers were by law entitled to receive.

In this connection, I desire to express the opinion, formed shortly after I became a member of the Board, and which subsequent experience has confirmed, that there should be a change in the standard of

qualification under which a teacher is entitled to receive an increase of salary. Under the existing regulations increases are granted to teachers who are reported as being, so far as their work is concerned, "passable," or as "doing the best they can," and no sufficient discrimination is made between such cases and those in which the work of the teacher has been so good as to call for the highest commendation. If these annual increases which the Board is now compelled to give to teachers of no particular merit were checked, it would be possible to deal on a more liberal scale with others whose educational attainments and whose success in teaching entitle them to every consideration. I would be glad, in the interest of the taxpayer, to suggest some means of reducing expenditure, but, so far as the schools are concerned, I fail to see where any greater economy can be exercised. Both on the part of the Board and on the part of its officials, every item of expenditure is rigorously scrutinized, the accounts are most faithfully and exactly kept, and as the opportunities for obtaining a better trained class of teachers increase, the standard is being steadily raised. But, an increasing population demands the erection of new school buildings, the extension of old ones, or the renting of additional school accommodation. The opening of new departments demands the employment of additional teachers, and all these things involve increased expenditure. While the total cost of maintaining our schools is high, the tax-payer may derive some comfort from the fact that *per capita* it is low compared with other places in the province.

Several additions were made to school buildings during the year. The Beech Street school was greatly improved, two departments were added to Compton Avenue school, and a fine addition to Morris Street school contains two large well lighted and airy rooms. Proposals were considered by the Board for the erection of a modern school building at Summer Street, where more and better accommodation is much needed, but, as the cost was much higher than was anticipated, action had to be deferred for the present. If a new building is erected there or elsewhere in the future, two points should be kept especially in view,—First, the necessity for good ventilation. Second, the desirability of providing an assembly hall, where the pupils can gather from time to time, and where the parents of pupils can be afforded an opportunity of learning something of the educational system under which their children are growing up. I have found the ventilation of many of the rooms that I have visited very defective, and with the exception of the County Academy, there is not a school building in the city in which any provision has been made for the public.

Complaints of the defective operation of the Smead System of heating and ventilation in the Alexandra School last winter were so pressing, that, after consultation with the City Engineer, it was determined to abandon the system. Changes of an inexpensive character were made which appear, for the present, at all events, to have removed the difficulties complained of.

The matter of irregularity in attendance at school and the resulting loss to pupils, parents, and the public, has been referred to by the Supervisor at some length. The amendments to the Compulsory School Law, made at the last session of the legislature, were carefully considered, and should have the effect of inducing a much better attendance.

The celebration of Empire Day was carried out in the city schools with great enthusiasm, and the Arbor Day exercises were both interesting and instructive, but as the preparation for these occasions interferes considerably with the regular school work, I am of the opinion that the exercises appropriate to both occasions should be carried on at the one time.

The Supervisor also discusses at some length the courses of study in the County Academies and in the Common Schools. While the Halifax County Academy must be an object of pride to all citizens who are at all familiar with its work, while the members of the teaching staff are both able and enthusiastic, and while the success attained by the pupils in competition with the pupils of similar institutions in other parts of the province is very gratifying, it is impossible to shut one's ears to complaints of overwork, and in relation to the Course of Study prescribed, which have been made through the press and in other ways. It is possible that these complaints may in some degree result from misunderstanding, but it is a fact that they have been made and are being made by gentlemen of the highest standing, and whose views are entitled to every respect. As the matter is one that is of the utmost importance, I am led respectfully to make the suggestion that it be brought before the Council of Public Instruction, and that the government be asked to appoint a commission for the purpose of enquiring into the matter and reporting. Should the government consider such a proposition favorably and appoint a commission for the purpose suggested, I have reason to believe that a number of gentlemen deeply interested in educational matters, and whose opinions would be of much value, would avail themselves of the opportunity of appearing before it.

Respectfully submitted,

J. M. GELDERT, JR.,

Chairman.

(II.)
SUPERVISOR'S REPORT.

To the Chairman and Members of the Board of School Commissioners
for the City of Halifax:

GENTLEMEN,—I have the honor to submit herewith statistics com-
piled from the Teachers' Returns for the School Year ended July
31st, 1899:—

Grade.	Male Teachers.				Female Teachers.				Total.		Professional.		No. of Teaching Days.	No. of Pupils enrolled.	No. over 15 years of age.	No. under 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Days' Attendance.	Average daily present.	Percentage of attendance.	No of Pupils daily present with each Teacher, on an average.	Academy Pupils enrolled.	Common Schools—Cost per Pupil.	Academy—Cost per Pupil.	
	A.	B	C	D	A.	B	C	D	Male.	Female.	No. of Departments.	Normal School Trained.														Untrained at Normal School.
1898.....	4	6	1	2	2	39	78	5	13	124	137	46	91	202	7570	312	7258	3692	3878	10382	115140	67	37	360	\$12 66	\$29 78
1899.....	3	7	1	2	2	41	82	3	13	128	141	54	87	204	7608	366	7242	3805	3803	10371	1885306	69	37	348	12 96	32 80
Increase .	1					2	4			4	4	8		2	38	54		113		161	2			0 30	3 12	
Decrease .	1							2					4				16		75	1023			12			

This summary of statistics shows the number of pupils attending the Common Schools at any time throughout the year to have been 7608, only 38 more than for the preceding year. In the Academy there were 348, a decrease of 12.

The enlargement towards the south and west of the residential portions of the city rendered some re-adjustments necessary in the more populous centres. It was, therefore, found desirable to open a few new departments, some of them temporarily.

The average number of pupils enrolled in each department was 54, a sufficiently large average to satisfy any person who knows anything of school work,—too large in the opinion of educationists.

It happens that occasionally at some seasons of the year, a few of the more advanced departments become depleted owing to the continuous withdrawal of pupils who have to go to work. This is unavoidable in the poorer districts. But to counterbalance this, these districts are never lacking in children to fill the primary departments. Owing to fluctuation of population it may be desirable sometimes to reduce the number of teachers in one school and increase the number in another, but to reduce the aggregate number of teachers would be an unwise policy.

It must be gratifying to note that the number of Normal School trained teachers is increasing from year to year. It is evident that in Halifax, at least, candidates for the teaching profession show a willingness to submit to any required preparation for their work. It is then much to be regretted that a Normal School training does not mean more,—a whole year's course with an opportunity for four month's continuous practice in Normal conditions, or better still, a two year's course. It is still possible to obtain a grade A license and know almost nothing of the management of a school.

The work of the Public Schools of Halifax for the past year is not characterized by any events that require special comment. Any lengthy report from me at this time is therefore unnecessary. Upon the whole there has been hard steady work, and a fair amount of progress. So far as this progress is related to memory work and expression, the best test is of course the written examinations, and the written government examinations never showed better results.

One hundred and seven candidates applied for grade D, 110 for grade C, and 65 for grade B. 103 grade D certificates were taken, 109 grade C, and 45 grade B. It was a somewhat remarkable fact that over 85 per cent. of the candidates obtained the grade for which they applied, and that in one subject alone 42 students made a perfect mark. Several of those who failed made above the required aggregate of 400 marks, but went below the minimum in one subject. Mr. Gilbert Stairs made 1011, which is, I believe, the highest aggregate ever made in the Province in grade B. The importance of these figures will scarcely be appreciated unless it is stated that only one

other town in the Province shows nearly as good results in these grades.

At the close of the year 250 Grade VIII. pupils from the various schools were examined as to their fitness for High School work. Although the test was intentionally made more severe than usual, 140 were successful. A large proportion of those who failed were admitted to the Preparatory Department.

It is evident then that the Common Schools are continuing to supply good material for the higher work, and that a large number are desirous of obtaining as good an education as possible.

I regret that the last year shows no noteworthy improvement in the regularity of attendance. At the last session of the Legislature this Board secured important amendments to the City Compulsory School Act. The amended paragraphs read as follows:—

“Every child in the City of Halifax shall attend school during the regular school hours every school day, unless said child shall be excused from such attendance by the board upon the presentation to said board of satisfactory evidence, showing that such child is prevented from attendance upon school, or application to study, by mental, physical, or other good and sufficient reasons.

“Every parent, guardian, or person having charge of any child in the City of Halifax, failing to comply with the preceding section, shall be liable on summary conviction before the stipendiary magistrate, to a fine not less than one nor more than twenty dollars and costs. Provided, however, that before such penalty shall be incurred, the parent, guardian, or other person liable therefor, shall be notified in writing by the secretary of the board of such liability, and shall have opportunity by compliance with the requirements of this Act, then and thereafter to avoid the imposition of such penalty.

“It shall be the duty of every teacher to report in writing to the secretary of the board the names of all children on the school register who have been absent five days without lawful excuse, as soon as every said absence has accrued; it shall be the duty of the truant officer to report to the secretary of the board the names of all children not on any school register, when, if it shall appear that any parent, guardian or other person having lawful control of any child or children shall have failed to comply with the provisions of this Act, after due notification in writing, as provided in the foregoing section, the secretary, by direction from and in the name of the board, or any other person so appointed for that purpose, shall proceed against the offending party or parties in accordance with law.”

Every precaution is being taken to prevent any hardship or injustice in the enforcement of the law. Action will be taken against only those who are carelessly and needlessly neglecting the education of their children.

In order that the necessity for such a law might be clearly understood, the following circular was prepared, and a copy will be sent to every parent:—

“The attention of the School Board has been repeatedly called to the fact that irregular attendance and want of punctuality prevail to

a large extent in our public schools. The returns for the last year show that there were 289 pupils who attended less than one day in ten; 918 who made less than one day per week, and about 2000 who lost half their time. Of all the pupils enrolled about one-half were absent on an average one day out of five.

The want of punctuality is also a serious evil, but it is not so marked as the irregular attendance.

EFFECTS OF IRREGULAR ATTENDANCE.

1. There is so much work to be done, and the time is so short, that every good teacher plans to have her pupils make some advance every day. At home she prepares for next day's lessons, at least for those which seem to be most important. Each new lesson is easily learned, for new work naturally arouses interest, which is favorable to a deep and lasting impression. But the absent pupil loses this great advantage. The subject may be brought up again for his benefit, but the freshness and interest are gone, and he learns it, if at all, with much greater difficulty.

2. In many subjects it is impossible to understand to-day's problems without a clear idea of yesterday's work. The pupils, therefore, who were absent yesterday must to a great extent fail in to-day's work. They will be continually laboring under a disadvantage and soon fall behind. Leave out every fifth or tenth brick from the foundation and you will not have a very secure building. Leave out every fourth chapter from a good novel, and you may find the interest gone. The pupil who frequently loses a day from school is likely to lose much in reading, spelling, geography and such subjects, but he will fail entirely in grammar, arithmetic and geometry.

3. Occasional absence from school is apt to produce an indifference which soon grows into a dislike of school and school studies. Irregularity and tardiness are habits which are serious hindrances to success in after life.

4. Irregularity is an injustice to the teacher. She has to-day explained to her class clearly and in the most interesting manner possible, the rule for the addition of fractions. To-morrow she has to go over it a second time for Willie and Annie, and the day after a third time for John and Sarah,—otherwise they would have no chance of keeping up with their classes. Or, perhaps, she has gone to much trouble and some expense in getting up an experiment, or in collecting specimens for a Nature Lesson, and feels that all her pupils should be present to get the benefit.

5. Irregularity is a serious wrong to the punctual pupils. They are kept back in their studies while the teacher's time is taken up helping those who have been absent. The general advance of the whole department is hindered. A few tardy stragglers are capable of throwing a marching regiment into disorder.

6. Irregularity is a serious loss to the city. At very considerable expense comfortable school rooms and good apparatus are provided. Teachers are hired and ready for the work. But 33 per cent. of the

pupils are absent,—one-half of these without any reasonable excuse. Now if the schools are worth what they cost, viz., about \$112,000 a year, and if the absent pupils have the average ability for receiving an education, it is clear that there is an enormous loss somewhere, that the good accomplished is 16 per cent. less than it would be were it not for the indifference of many parents who, for the most trivial reasons, keep their children home during school hours.

To this must be added the still greater injury, as shown above, inflicted upon the pupils who are in regular attendance, but whose time is wasted and whose progress is hindered by the interruptions of the irregular.

7. The man without children is taxed to support schools on the plea that public education enhances the value of his property, by increasing the general prosperity and by protecting him from dangers arising from having an illiterate class in the community. And yet the state fails to educate those who need it the most, that is, those who are careless regarding it."

By thus calling the attention of parents to this subject, and, with the aid of all the teachers, and the unremitting efforts of the Truant Officer, I hope it will be but seldom necessary to stimulate the careless by invoking the majesty of the law, and that, next year, I may be able to report a greatly improved percentage of attendance, approaching 90 per cent., such as is found in many other cities, and even in some country districts.

CCST.

Our Tables show a slight increase in the per capita cost of the schools, caused chiefly by an increase in the teaching staff and school accommodation. That such an addition was desirable is shown by the large average enrolment in each school, and in the schools as a whole.

The average for Acadia school was 52; Albro St., 53; Alexandra, 55; Beech St., 53; Bloomfield, 60; Compton Avenue, 59; Dutch Village, 47; LeMarchant St., 53; Morris St., 55; R. C. Orphanage, 59; Richmond, 51; St. Mary's Boys', 49; St. Mary's Girls', 55; St. Patrick's Boys', 50; St. Patrick's Girls', 48; Summer St., 55; Tower Road, 51; Young St., 56. These averages are so nearly equal that it cannot but be evident to every one that no modification or manipulation could be made to lessen the number of teachers without injuring the schools.

The increase in the Academy per capita cost is partly accounted for by the somewhat reduced attendance.

ACADEMY OVERCROWDED.

The Academy is still greatly overcrowded. Last year there was an average of 69 pupils in each class, but as the numbers were pretty nearly equal in the several classes the pressure was not as badly felt as it might otherwise have been.

Judging from the experience and practice of other cities the best results in high school work are obtained when the attendance is limited to between 30 and 40. Temporarily it might be allowed to go as high as 50. The change from the Common School to the High School is very great,—a change in surroundings, in social relations, in modes of study, and even in the physical and mental characteristics of the pupils themselves. There is, therefore, no period of school life in which children need so much individual attention. But such special care is impossible when each teacher has before him or her in the course of the day five different classes with 70 pupils in each class.

It is, perhaps, my duty to suggest some remedy for this overcrowding. The most obvious solution of the difficulty would be to build a large addition to the Academy to the north,—four class rooms and suitable cloakrooms, and employ three additional teachers. This would add to the annual cost of the Academy about \$3,000. This seems to be a large sum, but if you will carefully study the arguments in my last year's report in favor of free high school education, you will be convinced that it would be a justifiable expenditure.

As it is not probable, however, that the majority of the ratepayers would view it in this light, I may be allowed to suggest another plan, viz., that the work of Grade IX. be done in the senior departments of the larger common schools. As several new subjects and more thoroughness are required in this grade, the work might be given to the two teachers in each school best suited for it. This plan, besides leaving all the more advanced work to the Academy, and reducing the numbers of pupils within reasonable limits, would have another conspicuous advantage. It would introduce the pupil gradually instead of abruptly, as now, to Academic work. "Every one who has studied children either as parent or teacher, knows the changes which come in the life of the child with the ushering in of the period of adolescence. This stage of life practically coincides with the time at which the pupil enters the high school. From the earliest childhood up to this time the child's activities have been prompted by influences not under his own control. His life has been the result of tendencies which have been transmitted to him by his ancestors; but now he awakens to a new order of things. His own personality begins to develop and assert itself. . . . This is the period in life which has most to do with shaping character. It is a time when the youth needs most of all the help of a sympathetic teacher who understands him. . . . The transition from the elementary to the secondary school is a wide one, much wider it seems to me than we are accustomed to think. There is little similarity in the conditions. In the first eight years of his school course the child has been associated for a year at a time with one teacher. . . . The grade teacher has an opportunity of moulding character through his own examples which no one outside the circle of the home possesses. . . . But when the pupil enters the High School for the first time how different are the conditions! . . . Heretofore, he was associated with one teacher all day long; now he comes in contact with no one teacher

long enough or closely enough to feel the touch of his personality."*

Let me illustrate the operation of this plan by a concrete example. Take Morris St. School. It sends to the Academy every year a sufficient number of pupils to form one good class. Instead of sending them to the Academy for the work of Grade D, let them take up advanced studies in Morris St. School under the tuition of the Principal, Mr. Trefry, and the Vice-Principal, Miss Cunningham. In order to avail themselves of the advantages of division of labor Mr. Trefry would teach Latin, Mathematics and Science; Miss Cunningham, English, Literature, History, Geography and Drawing. The pupils would have the benefit of being another year with teachers who, knowing them well, would be able, without waste of time, to adapt themselves to their peculiarities. They would have a gradual introduction to departmental teaching; they would be nearer their homes, and therefore lose less time if required for an afternoon session. They would have as good teaching as under the present system, for Principal Trefry is a B. A. and an M. A. of Dalhousie College, and a teacher of large and successful experience, and Miss Cunningham is well known as a superior teacher of English and Literature. The prestige of the Common Schools would be largely increased, and possibly more care would be exercised in the selection of more highly qualified teachers.

The pupils remaining in the Academy would also be greatly benefited, for two-fifths of the teachers' time and energy would be set free to be devoted to them. Culture and thoroughness might then take the place of cram.

The number of pupils entering the Academy might be restricted by greatly increasing the severity of the entrance examinations, but such a course would be unfair to the pupils, and productive of much dissatisfaction among parents.

Under our present conditions, therefore, the most available method of dealing with this perplexing question is to restore to the Common schools some of the studies which formerly belonged to them. Education should be a connected and continuous development from the simple and general to the more complex. There should be no hiatus or line of demarcation between the Common Schools and the High Schools, or between the High Schools and the Colleges. The special aim of every study should be to prepare the pupil for good living rather than for the work of an advanced grade, so that no difference at what time he might be obliged to leave school, no part of his education would be lost. The only exception would be in the case of those who purpose devoting themselves to classics. The study of Latin and Greek is so out of touch with the ordinary pursuits of life, and requires so much time, that to be successful it must be taken up early in the school course, and it must exclude some other subjects now deemed essential to an all-round development.

*H. B. Williams.

In opposition to the remedy suggested for the over-crowded state of the Academy, it may be argued that the inspiration of numbers would be lost, and that Grade IX., retained in the Common Schools, would lose the stimulus of new surroundings, new companionships, and greater competition. It is true that the Academy would not be in a position to glory so much in numbers, percentages, and passes. It might, however, have the satisfactory consciousness of doing more to develop desirable individual characteristics, to create an abiding love of study, and to form character. No doubt, at that particular stage in their education a few pupils might be benefited by being graded to a larger institution, but it is reasonable to believe that the majority would gain by the more gradual introduction to the more complex environment.

While, therefore, the plan proposed would more closely conform to the natural development of the pupil and prevent an abrupt transition to High School work, it would, at the same time, necessitate a much smaller expenditure than would be required for the enlargement of the present Academy situated in such an undesirable locality, and the employment of three additional expensive teachers.

THE COURSE OF STUDY.

The work of our Academy has been the cause, within the last year, of much controversy regarding the Course of Study—more particularly the Course for High Schools. The complaint has been that there were too many subjects,—that the attempt to do good work in them all resulted in ruinous over-pressure and want of thoroughness. I have taken some pains to ascertain definitely the cause of dissatisfaction and its extent. In Nova Scotia it finds expression mostly in Halifax. That suggests that an explanation may be found in local conditions. The provincial system of examinations, the competition for first place, the unwise ambition of parents, and the thorough grading and severe drill of our schools, all combine to bring too much pressure upon many pupils at an early age, and sometimes upon those who are physically unable to bear the strain. Hence the cry that has gone up.

As for the Course of Study for the Common Schools, I have, after a careful study of the opinions of experts supplemented by my own experience in the city schools, come to the conclusion that it is not overloaded, and that if any subjects were to be left out the net result would be a distinct loss.

Physicians tell us that variety of food is favorable to the best health and growth of our bodies. It is also true that "human character, like other organisms, thrives best when exposed to variable conditions, for then only has it a chance of selecting those which are most favorable to the development of what is best and fittest for itself."*

* Sir Joshua Fitch.

"The first requirement is that the Course of Study should be broad: . . . All the germs of human power are alive in the child ready to grow and be active, and the best development consists in awakening all these germs to active life. . . . At every point the Course of Study is to provide a variety of motor and sense activity, and is to bring the mind of the child into relation with appropriate portions of the whole circle of human intelligence. The three R's, which formerly held the chief place in a very narrow scheme, are now treated as the mechanical tools of education, and are relegated to a less conspicuous position. . . . All sense of pressure and confusion may be avoided if the teacher selects a few central truths in every field of study, and uses them as types of many similar truths, teaching them with such thoroughness that the pupil not only gets thorough knowledge, but orderly and systematic habits of work as well." *

Our present Course of Study used according to the intentions of the committee that prepared it,—taken merely as a guide to indicate the general direction to be followed,—used by teachers who are artists in their profession, not mere mechanical followers of written rules, our Course of Study, I say, is well calculated to appeal to the many sided interests of our pupils. "Knowledge," says Herbart, "shall pass away, but interest remains."

Normal healthy children display a restless bodily activity, and an insatiable desire to know something of everything around them. These natural instincts, which are our best guides to the needs of children, should be gratified to the fullest extent as the best conditions for physical and mental development. The school studies of young children should be co-extensive with and grow out of their interests and natural curiosity, that is, they should embrace the elements of all arts and sciences so far as these fall within the capacity of their unfolding powers at every stage.

Mental growth, induced by an all-round activity that correlates the child's spontaneous interests with a knowledge of his environment, will continue after he has left the Common School, the Academy, or the College.

Has the child's training in school resulted in an increased intellectual activity, a love of knowledge and habits of research that will characterize his after school life? That is the real test, and not how much he knows in this or that subject. A narrow course of study, or a good course hampered by restrictions, may tend to hinder this result. But, notwithstanding any hindrances, the teacher who fails in this respect is a poor teacher in proportion to the extent of this failure, no difference how brilliant he may be when measured by any other standard.

It is, however, the High School Course that has been most severely criticized. Here, especially, there are said to be too many subjects.

* S. T. Dutton, Supt. of Schools, Brookline.

The law makes the modern culture subjects compulsory, and custom does the same for classics, so that of course there is too much work for the pupil.

The education department, in making the classics optional, is following in the trend of the most enlightened modern educational thought and practice.

It is now acknowledged by every one that the value of a subject of study depends not so much upon the practical utility of the information conveyed as upon its efficiency in developing incentives to activity, and power to think and to execute.

When, at the Renaissance, Latin and Greek were made prominent on the programme of studies, it was solely on account of their practical utility. The modern languages of Europe were not sufficiently developed to serve as a medium of expression for the cultured classes. There was no other way to such learning as existed except through the classics. Most of the subjects which now form our course of study were then unknown; so that for a student of the middle ages learning meant of necessity little more than a knowledge of classics. But then, the student of that time used the classics for the purpose of getting at the stores of knowledge thus made accessible to him, whereas the student of to-day utilizes them simply for the purpose of developing power, of becoming, as he imagines, more cultured, in many cases perhaps merely to satisfy the antiquated requirements of the colleges, and there his classical study almost invariably ends.

The reasons for the strong and general prejudice in favor of classics are now beginning to be so well understood that it is not necessary to dwell upon them. As a whole those who went to college were a selection from the best classes. Classics was the main study. Some of the students became great men. Therefore, their greatness must be chiefly due to their classical studies. No account was taken of the much greater number of college students, who perhaps, partly on account of too much time given to classics, never achieved greatness, nor of the surprisingly large number of the world's leaders who never studied classics.

It is true that classical studies do something to develop the power of expression and the habit of persistent study. It is also argued that they develop general power,—the ability to reason on other subjects,—the habit so useful in every day life, of putting that and that together. In this assumption lies a fallacy. It cannot be proved that general power can be developed by the persistent cultivation of any one faculty. Hearing is not sensibly improved by cultivating the sense of sight. The left arm is not strengthened by a continual exercise of the right arm; it may be weakened. Half a life time spent in putting that and that together in Latin translation may actually weaken one's ability to put that and that together in a scientific problem, or to reason about business matters.

In support of my contention let me quote Prof. Hanus, who takes the conclusions of modern psychologists on this point:—

“There is no such thing as power in general that can be cultivated through the pursuit of any one subject, and that can be drawn upon at any time for successful achievement in other subjects. That a man shows power first in classics and afterward in mathematics or botany, for example, does not prove the man’s mathematical or scientific ability was developed through the classics. It proves only that the man has both linguistic and mathematical ability. It does happen of course that different subjects like mathematics and physics, or physics and chemistry, or drawing and painting, are closely related; and hence that data of one subject are often found to some extent in another, and also that the method of one subject can be appropriately applied to an other. In such case the power developed in the pursuit of one subject may, to some extent, be carried over to related subjects. But, in general, the relations of the subjects will not be close enough to justify the assumption that power may be developed through one subject for use in other subjects.”

With regard to the inherent superiority of classics as a disciplinary subject, it never existed. If any subject is entitled to a first place in our programme it is our mother tongue. The Greeks developed their wonderful civilization without, so far as we know, any general training in foreign languages. Our language, though not so effective in the expression of delicate distinctions of thought along certain narrow lines, is upon the whole much more effective than theirs. If utilized not merely as a study of grammatical forms, but as the means of conveying the highest ideals of human achievement, it becomes *the* most valuable means of culture.

There was a time when the classical course was superior to the modern course, and this may still be true in the majority of schools, but “the partially or wholly non-classical courses have been constantly improved in quality through changes in the nature and arrangement of the subject-matter, and through improvements in the teaching, until, in some schools, the original inferiority of these courses has wholly disappeared; and they are recognized as, in all respects, equal to the classical course in dignity and educational value.”*

In the Report of the Committee of Ten we find the view expressed “that certain subjects like English, Physics and History may be taught with such high motives and with such scientific skill as to make them fully equivalent in value to Latin, Greek or Mathematics.”

It is, therefore, a merit in our Course of Study that the use of the classical languages is left optional; for their study is such a time-consuming pursuit as to preclude the majority of students from that general culture which would bring them into full relation to modern civilization.

Notwithstanding the fact that Latin, Greek, German and French are optional, yet it is true that over-pressure does exist, though it

* Prof. Hanus.

cannot be said to be due to the Course of Study any more than to several other concurring causes. Of these one of the most serious is the persistent adherence of the colleges to the fetich of classical culture,—Latin being still compulsory for entrance upon an Arts' Course.

Another cause seems to be the competition aroused in connection with the provincial examinations, since the success of teacher and pupils is so largely judged by the number of passes, and the possession of a certificate,—often an empty symbol, is by many parents more valued than the culture of which it is supposed to be an evidence.

Still, it must be said that the course is wanting in flexibility. When the range of desirable subjects has become so large that no one can take them all, and when individuals differ so widely in their tastes, capacities, opportunities and needs, it must be evident that a uniform course for all must be a mistake. The present course might, with general advantage, be enlarged and enriched, but so large a proportion of it should not be made compulsory. Freedom should be granted to parents and pupils, with the advice of teachers, to choose those studies most suited to their individual necessities.

“ Achievement is most productive when it is in accordance with interest and capacity, and the ability to choose wisely can only be developed by permitting the youth to choose repeatedly under direction, as wisely as he can. . . .

The programme must contain certain prescribed studies, and also a considerable range of electives. Prescribed studies are needed, lest the pupil should miss vocational, social, ethical enlightenment on the one hand, and an appreciative understanding of Nature on the other, together with the development of the corresponding powers; a considerable range of elective studies is required for the attainment of the elements of general culture, so far as that is not covered by a group of prescribed studies, and for the discovery and appropriate development of dominant interests and powers.

Besides possessing scope and flexibility, the programme should be closely articulated to the pupils' earlier course of study, should offer equal opportunities to all pupils, and should insist on adequate continuity and intensiveness in the pursuit of subjects once undertaken. . . . I think it safe to predict that ere long the colleges that fail to recognize the work of such a school, when well done, as suitable preparation for college courses, will be side-tracked; the main line of progress will lead past, instead of through their doors.”*

By means of the course of study it should be possible for the teacher “ to discover and develop the dominant interests of the pupils, and help each child to cultivate the powers which will enable him to pursue that calling for which he is best fitted by nature to his own best advantage, and most acceptably to society.”

* Prof. Hamus.

The friction experienced at present would be altogether removed by the addition to the High School Course of a few important subjects which should include Music and Manual Training, and the granting of certificates to general students whose work reached a certain standard in a very few prescribed subjects and in a few optional equivalents.*

In opposition to these suggestions the three following objections will be raised:—

1. It would be difficult to determine wisely the subjects which should be compulsory and those which should be optional.

2. In the event of all the options being taken by different pupils, it would be difficult with a small staff of teachers to arrange either for a working programme or for sufficient time for such subject.

3. Pupils might make serious mistakes in selecting their subjects of study.

In answer to these objections it may be said that in every country where there is a free play of educational forces and the best opportunity for the fittest to survive, there is a well marked "tendency to arrange the subject-matter of instruction in *suggestive schedules* rather than as mandatory programmes, and to permit each pupil, presumably under wise guidance, to select those subjects or groups of subjects which are adapted to his wants or tastes." This is especially noticeable in the best High Schools of the United States and Sweden.

England and Scotland are only beginning to give serious attention to free High School education. Unhampered by tradition in this matter, and free to learn from the experience of other countries, they are now establishing all their secondary schools on the basis of a few compulsory subjects with several optionals, and every encouragement is given to modern culture, to science in particular.

So long as thirty or forty years ago Ontario was noted for the excellence of her educational system, which soon crystallized into something of its present form, and which is consequently not now as well adapted to modern conditions as it should be. With slight modifications their system was copied in other provinces of the Dominion. Hence the inelasticity that has caused some friction.

The discussions of last year cannot fail in the end to be productive of good results. The liberal educationist should welcome them as an antidote to the conservatism characteristic of his profession. Indeed, most educational improvements have had their origin from outside.

* Those intending to become teachers should take every subject on the course, for they may be called upon to teach any of them. They should also be required to make high pass marks never less than 50 per cent. on every subject. It would, therefore, be necessary for them to take five or six years in the High School instead of three. In many schools they could be utilized as assistants. With such thorough scholarship and a two years additional professional course for all grade A teachers, our schools would improve as never before.

They have been forced upon the colleges and teacher by the reasonable demands of parents and theorists whose training does not hinder them from seeing the other side.

In these discussions it may be well for us to remember that after all the teacher makes the school. If all teachers, or even a considerable majority of them were called to their work by natural aptitude and dominant interest, if they had a generous culture and sound professional training, the business of the programme maker would be gone; for then a free hand might be given to the teacher, and every pupil would be helped to cultivate to the best advantage the particular talents bestowed upon him and thus make the most of himself.

It is then the first and most important duty of school Principals and Inspectors to try to improve the quality of the teaching, of Commissioners and Trustees to secure the best teachers possible, of the Council of Public Instruction to provide the highest quality of professional training through well conducted Teachers' Institutes and superior Normal Schools. Otherwise the enormous sum spent on education will be largely wasted.

MISCELLANEOUS OBSERVATIONS.

In my report last year I dwelt at some considerable length upon the direct benefits to the country of a good free high school system. My reading through the year has strengthened my convictions that no investment pays the State like that spent on the High Schools. Every progressive community is showing marvellous progress in this respect, and the gratifying fact is that the demand is from the working classes. The Trades' Union Congress in the South of England, representing over a million working men, unanimously passed a resolution asking that High School education should be made absolutely free to all children. Prof. Hanns says that "the most valuable and potentially the most efficient instrument for diffusing the common aims and common interests among the leaders of the people is the secondary school. It is the secondary school even more than the college, chiefly because its graduates are far more numerous than the college graduates. Most of our editors, politicians, skilled mechanics and labor leaders, our leading business men, and even the great majority of our professional men and women, are not college-bred men, but they have usually had a secondary-school training. These persons are commonly the leaders of the people."

Modern civilization requires that every stratum of society, even the lowest, should be tapped for talent, that the rarest and most valuable jewels, often found in unexpected places, should be brought to the surface, polished and utilized for the adornment of our beloved country.

To use the words of the retiring President of the Educational Institute of Scotland: "If to preserve national existence requires defence, so that we take righteous pride in our ironclads and redcoats.

to secure national advancement demands education the best possible in quality, and the greatest attainable in quantity. This beautiful city in which we are proud to gather annually, once looked for safety and prosperity to the rough rude fortress, the ponderous walls and massy bar, grim rising o'er the rugged rock. Now it regards most, even in these aspects of security and well-being, its colleges and schools. If it were required that we should illustrate the close connection that subsists between empire and education, we might point to the fact of one of our greatest generals, after conquering for us a province of imperial extent, arranging as the first step in its subdual to civilization and culture, for the founding not of fortress or palace, but of a college in the natural centre of its quondam savagery."

ACADEMY LABORATORY.

I am pleased to be able to report the chemical laboratory of the Academy in working order. The pupils are supplied with separate tables on which they individually perform the various experiments in which they are interested. This is a great step in advance, from the mere book work that formerly prevailed. Twenty-four pupils are able to work simultaneously under Mr. Morton's directions. All the pupils of Grade C have thus been enabled to spend two hours a week for most of the year at practical work.

ACADEMY LIBRARY.

The Academy Library now contains 1,030 volumes. New books to the value of \$62 were added last term. New catalogues were printed at a cost of \$22. Of this total of \$84 expended, \$69 were contributed by the pupils themselves from the sale of the *Academy Annual*—the school paper, and \$15 came in through the channel of private donations. During the time the Library was open last term, 135 books on an average were taken out each week by the 341 pupils enrolled.

COOKERY SCHOOL.

This department has become the most popular in the city. Since the pupils and their parents have come to understand the nature and value of the instruction given the demand for admission to the classes is so great as to be sometimes embarrassing. Even the mothers and sisters of the pupils are in some instances desirous of attending. Much of the popularity of the class is no doubt owing to Miss Bell's personal qualities. For the information of those who may read this report I may be allowed to give the programme of the full course of lessons taken by about 300 girls from the senior grades of the schools. The course is completed in about 22 lessons.

Subjects of demonstrations.

1. *Soups and Fish*.—Management of Cooking Stove or Range. Use and Care of Cooking Utensils—Milk Soups—Vegetable Soups—Stock Nature of Flesh, of Fish—Value of Soups and Fish as Food.

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2. *Meats and Puddings*.—Chemical constituents of Meat—of Cereals—Effects of heat on both these food materials—Value as Food—Different methods of cooking both.
 3. *Left-Overs and Pastry*.—Economy in the use of Food materials—Best methods of Re-cooking what is left over—Making of wholesome Pastry.
 4. *Bread and Cake Baking*.—Nature and Action of Yeast—Other means of Raising Bread—Kneading—Value as Food.
 5. *Sick-room Cookery*.—Importance of Diet in Sickness—Diet as a Cure—Special rules for cooking and serving invalid Diet—Beef Tea—Gruels—Eggs—Fish—Meat—Bread for Invalids.

There are some other subjects on which I would like to make a few observations but time forbids. The importance of the following subjects demands that they should not be lost sight of:—

Manual Training.

Retiring allowance for aged Teachers.

School Libraries.

The Teaching of Drawing.

I hope to see in the near future some arrangement made by which books suitable for the several grades of the public schools can be made as accessible to the children as the books of the Public Library are now to their parents. Perhaps the one institution can be utilized for both; and here let me say in conclusion, that our chairman has by his work in that Library, conferred a benefit upon the teachers as well as upon the general citizens of Halifax, for which they can never sufficiently reward him.

All of which is respectfully submitted,

A. MCKAY,

Supervisor of Schools.

Halifax, 26th Oct., 1899.

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

(I.)

HALIFAX INSTITUTION FOR THE DEAF AND DUMB, 1899.

SIR :—

The attendance for the school year has been one hundred and fifteen, seventy-one boys and forty-four girls; of whom ninety-eight belong to Nova Scotia, ten to Newfoundland, six to Prince Edward Island, and one to Bermuda.

The following table gives in detail the whole attendance :

	Boys.	Girls.	Total.
Pupils of previous years still attending.....	52	29	81
Admitted during the year.....	10	9	19
Left school during the year.....	8	6	14
Absentees expected to return.....	1	0	1
	<hr/>	<hr/>	<hr/>
Total attendance	71	44	115

Counties represented :

Annapolis County.....	3	Hants County.....	7
Antigonish ".....	3	Inverness ".....	8
Cumberland ".....	8	Kings ".....	4
Cape Breton ".....	8	Lunenburg County.....	10
Colchester ".....	7	Pictou ".....	4
Digby ".....	4	Richmond ".....	4
Guysboro ".....	2	Shelburne ".....	6
Halifax ".....	4	Victoria ".....	1
Halifax City.....	9	Yarmouth ".....	6

The health of the pupils has been good, and with the exception of some cases of tonsilitis and German measles, nothing of an infectious nature has appeared during the year. Dr. G. M. Campbell, as in previous years, has visited the institution almost daily, and the good health that has prevailed has been due in no small measure to his prompt attention and skilful treatment. As consulting physicians Dr. D. A. Campbell and Dr. M. Chisholm have cheerfully and gratuitously rendered valuable services. Dr. Pearman and Dr. Cogswell also deserve the thanks of the Institution.

Miss O'Brien, the matron, has, as in past years, discharged her duties with the utmost satisfaction. She has constantly before her the well-being of the whole household, and spares no pains to promote the health, happiness and comfort of all. She has been ably supported by her assistant, Miss Bessie Bond.

In the industrial department fairly good progress has been made considering the conditions under which the work is carried on. Shoe-making, tailoring, and printing are taught as heretofore to the boys, while the girls continue to receive instruction in sewing, knitting, darning, fancy work, dressmaking, cooking, and general house-keeping. I would urge on the Directors, however, the desirability of erecting proper workshops where the boys might be taught trades by competent workmen.

Owing to the increased number of pupils it was found necessary to add to the teaching staff, and Mr. J. H. McDougall, a teacher of considerable experience in the public schools, was appointed last month. Possessing a good education, enthusiasm, and teaching ability, Mr. McDougall gives promise of being a valuable addition to the staff.

Miss Bateman, who taught the first oral class last session, has now charge of the primary class. A less experienced teacher may do fairly good work in a more advanced class, but the beginners require especially the services of an experienced, sympathetic and skilful teacher. Habits are formed at this early stage which will help or mar the pupil all through the school course. The excellent work that Miss Bateman is doing in the primary division justifies the change which I made after a good deal of hesitation.

Mr. Lawrence is doing good work in the manual department with a class of pupils who are at a disadvantage, either from having been admitted at a comparatively advanced age, or from possessing less than average ability. The teacher who is successful with such a class requires his full meed of credit. The other teachers—Miss Mosher, Miss Johnson, Miss Macdonald, Miss Mahony, and Miss Grant—are doing their utmost to promote the intellectual and moral welfare of their pupils.

Not only are the intellectual and moral needs of the pupils attended to, but the physical side of their education is well looked after. The physical drill instructor, Sergeant-Major Long, says that the pupils of this school are superior both in physique and the execution of their exercises to any classes he has ever taught. Football, baseball, and hockey form part of the boys' amusements, in which games they are able to hold their own with the boys of other schools in the city. Friendly contests in these games have a beneficial effect for the deaf, bringing them in touch with hearing boys of their own age, making them more manly, instilling more confidence, and teaching them that though deprived of hearing they are not so far handicapped as to prevent them from successfully competing in the struggle of life.

Workers among the deaf are only beginning to realize how much may be done for the deaf child in the years before his regular admis-

sion to school. Already schools, or rather homes, have been established in the United States for very young deaf children and little ones three, four and five years of age are being taught with most encouraging results. The hearing children of Nova Scotia, under instruction in their vernacular from earliest infancy, may avail themselves of free education at the age of five years, and the length of time they may remain under such instruction is practically unlimited; but the deaf child must remain in darkness and ignorance until he is eight years of age before he can legally be admitted to a school such as this. The speech of many children losing their hearing at four or five years of age may be easily retained if they are brought under instruction soon afterwards, but if such children are allowed to remain without expert training till the age of eight, they will be as speechless then as those who have been born deaf. I would earnestly urge upon the Directors the desirability of seeking to have the law in connection with this school so changed that deaf children may be admitted at six years of age, and may remain under instruction for a term of ten years.

In the latter part of last June five of the teachers and myself attended a Convention held at the Clarke School, Northampton, Mass., in connection with the Association to promote the teaching of speech to the deaf. The meeting lasted for a week, and there was a large attendance of teachers from all parts of the United States and Canada. Excellent papers were read by eminent workers among the deaf as well as by persons in other fields of education. The Clarke School for the deaf was practically in session, and visitors had the opportunity of observing class-work from the primary grade to the most advanced, under some of the most successful teachers in the United States. There can be no doubt but that such meetings are most profitable, and I would suggest that encouragement be given the teachers in this school to attend such conferences whenever possible, by making a small grant towards defraying their travelling expenses. The money will be well invested as the Institution will more than reap the benefit.

In the first week of August last I attended a conference of the teachers of the deaf of the British Isles, held at the Royal Institution for the Deaf, Derby. As at the conference at Northampton, valuable papers covering the whole field of deaf mute instruction were read and discussed, and the hospitality and kindness with which the delegates were treated could not be surpassed. On both sides of the water each year sees greater interest manifested in the education of the deaf and more being done to ameliorate their condition.

I am, yours respectfully,

JAMES FEARON,
Principal.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

(II.)

HALIFAX SCHOOL FOR THE BLIND, 1899.

(INCORPORATED 1867.)

TWENTY-NINTH ANNUAL REPORT OF THE BOARD OF MANAGERS OF THE SCHOOL FOR THE BLIND.

The Board of Managers have much pleasure in submitting to the members of the Corporation, to the Governments and Legislatures interested, and to the friends of the Blind, the twenty-ninth annual report of the School; and in so doing they desire to gratefully acknowledge the many blessings which, under a kind Providence, the School has enjoyed, and to express their gratitude for the wide-spread interest which is now being evinced in the education and training of those who are deprived of sight.

ATTENDANCE.

There are at present 112 pupils in attendance as compared with 106 pupils in attendance at the School Dec. 1st, 1898. It is a matter of satisfaction to your Board that we have been able to receive and to afford educational advantages to all of those who have applied for admission; and that the liberality of our many friends has enabled us to maintain without interruption the policy of the open door.

SUPERINTENDENT'S REPORT.

It is with pleasure that we call special attention to the Superintendent's report, which fully outlines the general work of the School and emphasizes its results. The scholarships, which the Superintendent desires to see established, would certainly be advantageous to our pupils generally, and would enable many a bright and deserving blind student to supplement his education in this School by a course in the higher institutions of literature and music.

The proposal that a cottage hospital should be erected upon our grounds is worthy of thoughtful consideration, and if the means for its erection can be secured the proposed building should be constructed at an early date.

TEACHING STAFF.

Our teaching staff consists of eight resident and ten non-resident teachers. Twelve of these teachers devote their full time to the work of their respective departments, while the remaining six teachers give instruction from four to twelve hours weekly. The work of this corps of experienced and zealous instructors speaks for itself, and your board has great pleasure in expressing its appreciation of the earnestness and devotion to their work displayed by the members of the teaching staff.

GRADUATES.

It is satisfactory to note that the reports from our recent graduates as well as from those who left the School many years since, continue to be most satisfactory. As the number increases, especially from the industrial departments, it is more than probable that we shall deem it wise to appoint a travelling agent who may from time to time visit the localities in which such graduates reside, arrange about the purchase of materials and the sales of work, and otherwise further their interests.

DOMESTIC DEPARTMENT.

Our household, including officers, the members of the teaching staff, the domestic staff, and pupils, numbers 137 persons. As it may be imagined it is no easy matter to see to it that each member of this large family is comfortably fed and lodged. The duties of our matron, assistant matron and housekeeper, require their constant and undivided attention, and while strict economy is observed they spare no pains to promote the comfort and well-being of those residing in the Institution.

NOVA SCOTIA.

Twenty-eight girls and thirty-seven boys from the Province of Nova Scotia are now attending the School. This is an increase of two over the number of pupils in attendance Dec. 1st, 1898. The census returns show that the majority of the youthful blind in the Province are females, and hence the number of girls in attendance may be expected to show a small increase, while the number of males, which has stood at the same figure for the past three years, will vary but slightly. The Act of the Provincial Legislature, which provides for the free education of the blind of this Province, is a credit to Nova Scotia, and its outcome is a blessing to many of her sons and daughters.

NEW BRUNSWICK.

There are now 34 pupils from the Province of New Brunswick attending the School, eleven of these are girls and twenty-three boys. New Brunswick has recognized the right of those who are blind to a free education, and the Provincial Legislature has made statutory provision, for the admission to this School, of all New Brunswick boys and girls, who by reason of total blindness or insufficient sight are unable to take advantage of the ordinary public schools. That this blessing is appreciated by the blind youth of New Brunswick is shown by the increase in the number admitted to the Institution.

PRINCE EDWARD ISLAND.

Five pupils, one girl and four boys, from the Province of Prince Edward Island are now in attendance. The number should be larger, and no doubt would be were the Government and Legislature of Prince Edward Island to give the question of the education of the blind the consideration to which it is justly entitled. Were Prince Edward Island to make no provision for the free education of those with sight we should not be able to question her policy with respect

to those who are blind, but whereas in educational matters she proudly holds the position of the banner province of Canada, it is somewhat paradoxical that she occupies such an unenviable position with respect to the education of her boys and girls who are deprived of sight. We most respectfully recommend this matter to the earnest and thoughtful consideration of the public spirited men and women of Prince Edward Island.

NEWFOUNDLAND.

There are at present attending the school eight pupils from the colony of Newfoundland. Two of these are girls and six are boys. The Government and Legislature of Newfoundland make provision for the education and training in this School of eight pupils, and the authorities have indicated their willingness to increase the grant in proportion to the increase in the number of Newfoundland pupils. We should very much like to see the colony of Newfoundland make statutory provision for the education of all its blind children, but if this cannot be at once accomplished we would most earnestly request the Government to place in the estimates a sum sufficient to pay the charges for the education in this school of at least ten pupils.

ALTERATIONS AND IMPROVEMENTS.

During the past year some very necessary alterations in our gymnasium and workshop have been carried out, and our outbuildings have been put in a thorough state of repair. We have also made considerable progress in the laying out and improving of our play grounds which year by year are becoming more attractive.

TREASURER'S STATEMENT.

The treasurer's statement herewith submitted shows the receipts on current account to have been \$17,698.25, and the expenses \$17,684.02, leaving a small balance to the credit of the School.

DOCTOR DODGE.

By the death of Doctor Stephen Dodge, which occurred in February last, the Institution lost an old and valued friend; and at a meeting of the Board of Managers, which was held on March 2nd, the following resolution of appreciation and sympathy were unanimously adopted: *Resolved*, that the members of this Board place on the records of the Institution a resolution expressive of their profound regret at the loss the School for the Blind has sustained through the death of Doctor Dodge, who, since the inception of the work of educating the blind in these provinces has freely and without remuneration given his services to the pupils and filled the office of Ophthalmic surgeon to the School.

Resolved, that the Board of Managers desire to express their sincere sympathy with Mrs. Dodge and the members of her family in the loss they have been called upon to sustain.

ACKNOWLEDGMENTS.

In addition to the donations elsewhere acknowledged, your Board gratefully acknowledges the following bequests:

Mrs. Charles Murdoch, \$450.00 ; estate of the late Albert Pugsley, Amherst, \$200.00 ; and from the late Miss Harriet Allison, Halifax, \$50.00.

The thanks of the Board of Managers are due Doctors Lindsay, Kirkpatrick, and Cogswell. These gentlemen are always ready to give the pupils their professional services and gladly serve the School free of charge. The Board of Managers also desire to express its thanks to Mr. H. B. Clarke, lessee of the Halifax Academy, and to the Halifax Symphony Orchestra, for kindly admitting the pupils to lectures, concerts, etc., under their respective management. These are a source of great enjoyment to our boys and girls; and are especially helpful to them as students of music.

The railways and other transportation companies have our thanks for the special rates granted, and for the uniform kindness and care shown to the pupils while travelling to and from their homes.

The Directors have much pleasure in referring to the recent visit of their invaluable Superintendent and his esteemed wife to the United States. It is most interesting and pleasing to note that the results of the training given in this Institution compare favorably with the results of the training given in older and better endowed schools, and that in teaching staff and equipment the School for the Blind of the Maritime Provinces and Newfoundland is fully abreast of the times.

All of which is respectfully submitted.

W. C. SILVER, *President.*

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind :

GENTLEMEN :

The table of attendance herewith submitted shows that 128 blind persons have been under instruction during the past year, 80 of whom were males and 48 females. Of these 16 have since graduated or remained at home, making the total number registered Dec. 1st, 1899, 112, of whom 70 are males and 42 females. Of these 65 are from the Province of Nova Scotia, 34 from New Brunswick, 5 from Prince Edward Island, and 8 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st., 1898.....	64	39	3	106
Entered during the year.....	11	9	2	22
Graduated or remained at home.....	10	6	0	16
Registered Dec. 1st, 1899.....	65	42	5	112

INTRODUCTORY.

Although the School year just closed has been devoid of any specially marked features, it has nevertheless been a year of steady and very satisfactory development.

The work of each department of the School has been carefully revised and the general standard has been advanced. Profiting from the knowledge gained from long experience we have endeavored to avoid the educational ruts into which the work of a school so, naturally drops. Our teachers are themselves students, and they fully realize that upon their efforts, energy and enthusiasm depends in no small measure the after-success of the pupils. We have entrusted to our tuition and care upwards of one hundred young people. Each of these boys and girls has his or her own mental and physical characteristics, and each requires and should receive such a training as will best equip him or her for the battle of life.

Every effort is made to ensure the success of our pupils when they leave the school, and while we do not pretend that every pupil will ultimately become self-supporting, we can with pardonable satisfaction point to the record of our graduates and claim that the school has been and is doing for the blind of Eastern Canada and Newfoundland as good work as our opportunities and the means at our command make possible.

A GRATEFUL ACKNOWLEDGMENT.

The equipment of our school department has recently been greatly improved by the addition of a number of Physiological, Botanical, Geographical and Natural History models. These models, which were presented to the school by Messrs. B. F. Pearson and W. B. Ross, Q. C., are dissectible, and are admirably adapted to the needs of our pupils. The kind thought of these gentlemen in thus remembering the School, and in placing within reach of the pupils such valuable appliances, has been most thoroughly appreciated by our teaching staff as well as by the pupils themselves. With the apparatus now at our command more efficient work can be carried out and better results secured. I trust that the gift of Messrs. Pearson and Ross may stimulate other friends of the school to follow their example, and thus enable us to still further increase our outfit of tangible appliances.

TEXT BOOKS.

For many years we have been dependent upon the press of the British and Foreign Blind Association of London for such school text books as we required. These books, although excellent in their way, were limited in their number, and not altogether adapted to the requirements of a Canadian School for the Blind. This lack of suitable text books in raised print, has hitherto been overcome by the pupils writing from dictation such matter as their teachers desired them to study. It can be readily understood that the writing out by hand of these text books has been a slow and laborious process, and has absorbed a larger measure of the time of the pupils than was at all desirable.

Mr. Henry M. Whitney, of Boston, so well and favorably known throughout Canada as the successful organizer of the Dominion Coal Company, and subsequently of the Dominion Iron and Steel Company, having had his attention called to our need for an up-to-date method of producing suitable literature for our pupils, kindly purchased and presented to the School an interpointing Braille stereotyper and point print press. These machines, which are manufactured by Messrs. Harrison & Siefried of Chicago, are of the very latest and most improved pattern. With these machines we can stereotype upon thin brass or zinc plates the matter which we wish to reproduce, and from these plates we can strike off fifty, one hundred, or if need be one thousand copies in raised print. The process is expeditious, and the cost of books thus printed is comparatively small. The value of this printing outfit to the work of our School department will readily be appreciated by those who realize the time and labor saved our teachers and pupils. Mr. Whitney's opportune and handsome gift will be appreciated not only by those directly interested but by the friends of the blind throughout the Maritime Provinces and Newfoundland.

SCHOOL DEPARTMENT.

The pupils of our School department are graded in six divisions, the attendance of each division averaging eighteen. Our course includes the study of the English and French languages, mathematics, physical and commercial geography, and all such general branches of education as tend to develop the mental faculties and strengthen the characters of our boys and girls.

TEACHING STAFF.

The classes are in charge of five skilled and experienced teachers, all of whom are earnest and devoted instructors. Several assistant teachers aid them in their work. The School has indeed great reason to be thankful for the personnel of this staff. We have in previous reports referred to the zeal and attainments of Miss C. R. Frame, the success of Miss B. Cumming, the enthusiasm of Mr. S. R. Hussey, the energy and tact of the language teacher, Prof. Lanos, and the excellent training given in our Kindergarten department by Miss Josie Howe. These ladies and gentlemen, with their assistants, are performing a grand educational work, and their ability and earnestness merit the highest commendation.

MUSICAL DEPARTMENT.

Music is taught in the School not only for its ethical and educative value as a study, but also on account of the practical use to which the pupils can apply their instruction in this art. Our pupils receive a broad and comprehensive musical training, and when possessed of fair average ability they never fail to make good musicians. Music is a many sided art, and no school which aspires to give its pupils a thorough musical training can rest content with simply affording that technical instruction which insures the successful playing of one or more instruments. Music has its intellectual and æsthetic as well as its technical side, and realizing this, our pupils are given every opportunity of studying the history of music, the

biographies of great composers, harmonic notation, and the theory of music. They also as frequently as possible attend the concerts of our best musical organizations and of the musicians visiting the city. In this way their intellectual grasp and æsthetic tastes are developed and strengthened.

STAFF OF THE MUSICAL DEPARTMENT.

Prof. A. M. Chisholm, who for the past thirteen years has been the director of our musical department, is full of energy and enthusiasm, and directs his department with ability and success. He has as his assistants several vocal and instrumental specialists of tried skill, and the instrumental equipment of the department will compare favorably with that of many conservatories of music.

GRADUATES.

From the pupils who graduated from the School in June last very encouraging reports have been received. While they have not all found the road to success smooth and free from obstacles, they have met with a fair share of encouragement and feel assured of their ability to maintain themselves. One of our recent graduates, R. W. Giffin, who has settled in Amherst, N. S., as a teacher of vocal and instrumental music, has recently secured a very large and promising class of pupils. W. H. Sterns, also a recent graduate, has opened an office in Liverpool as a life insurance agent, and has met with a fair measure of success. A third graduate, Michael Parnell, has established himself as a piano-forte tuner in St. John's, Newfoundland, and is greatly encouraged by the employment which he has so far secured. Of the other graduates some are teaching music, while others are engaged in industrial pursuits.

A DESIRED SCHOLARSHIP.

Among the graduates of the School there have been four young men who have been fortunate enough to secure the means to continue their literary or musical studies. Mr. E. P. Fletcher took the Arts course at Acadia College and obtained his B. A. degree. Messrs. A. M. Chisholm, F. R. McLean, and H. B. Campbell went to Germany, and there completed their musical training under the most favorable auspices. Many other pupils have possessed marked literary or musical ability, but have not had the opportunity of improving these gifts to their fullest extent. In view of this fact, and realizing that the spirit of emulation aroused by healthy competition is advantageous to any school or college, I desire to direct the attention of the friends of the blind to this matter, in the hope that by so doing some one or more persons may help us to further this educational work. The establishment of a scholarship of sufficient value to enable a pupil to take a course in a first class conservatory of music, or to pay his expenses through college, would stimulate the ambition of every pupil in the School, would tend to raise the standard of our own work, and would be of inestimable advantage to those who are fortunate enough to win such a scholarship. I sincerely trust that this idea may recommend itself to some one or more of our many benefactors.

TUNING DEPARTMENT.

Our tuning department has been taxed to its utmost limits during the past year owing to the desire on the part of the pupils to make themselves proficient piano-forte tuners. Mr. D. M. Reid, the instructor in this department, has done all in his power to further the aspirations of the pupils, and to give them that practical training which the business of piano-forte tuning requires. Mr. Reid is to his pupils a living example of the success which can be secured by a skillful tuner and a determined man, even when handicapped by the loss of sight.

MANUAL TRAINING.

The manual training of our pupils in the Sloyd shop and in the larger workshop has received careful attention, and has been systematically carried on. So far as it is possible we endeavor to keep in view in this training a practical end and hence the trades taught are those best adapted to the condition of the workers. Instruction in light handicrafts such as lasket and brush making, and cane seating of chairs, is given, and many of the pupils, after leaving the School, turn to good advantage the knowledge gained in this department. Mr. D. A. Baird, our trade instructor, continues to discharge his duties satisfactorily.

GIRLS' WORK DEPARTMENT.

In the girls' work department no specially new features have been added, but the course of work laid down for each pupil has been closely followed out and many of the pupils have received a training which will be of life long service to them. Instruction in the straw and reed work has been continued, and a few of the pupils can now make up very pretty and useful articles, such as blotters, photograph frames, wall pockets, table mats and fancy baskets. Miss Allison, the girls' teacher, has given to this work her careful and undivided attention.

GENERAL HEALTH.

With the exception of a few cases of German measles, the health of the staff and pupils during the past year has been excellent. In this connection I would like to direct the attention of the Board to the need that may at any time arise for hospital accommodation. Our buildings, though commodious, are already filled to overflowing, and one of the two rooms set aside for hospital purposes has had to be utilized as a dormitory. I would strongly recommend, if the means can be secured, that a cottage hospital should be erected in the southwestern portion of our grounds. We would not require a very large or very costly building, but simply a small brick or wooden structure to which pupils could be removed when sick and receive that special attention which all sick persons require. The jar and noise of a large school, to say nothing of the constant sound of pianos, organs, and other musical instruments, are not conducive to speedy recovery, and in this respect the cottage hospital would afford to the sick teacher or pupil a welcome haven of rest and quiet. I might add to the foregoing many other reasons why this recommendation should receive

consideration, but I think enough has been said or intimated to show that a cottage hospital or some special hospital accomodation is required.

PHYSICAL TRAINING.

The alterations which have been made in our outbuildings have given us a commodious, airy, and well lighted gymnasium. The physical training of the pupils is so essential to their health, so necessary to their development, and has so much to do with their success in life, that its importance should never be overlooked in a school for the blind. It is a matter for congratulation that the School has arrived at that stage when it can give to its pupils proper facilities for that daily exercise which they appreciate, and from which they derive so much benefit.

SOUTHERN TRIP.

Accompanied by Mrs. Fraser, I had the pleasure of visiting in April last eleven schools and institutions for the blind situated in the eastern part of the United States. We were cordially received by the Superintendents and teachers of these establishments, and in several instances enjoyed the hospitality of the schools. The object of our visit was to investigate the teaching methods and ascertain the practical results of the education given in some of the most progressive American Schools for the Blind. We learned something in each school that will be advantageous to this Institution, but while frankly and thankfully admitting this, we had no reason to feel that the educational advantages placed within the reach of the blind of the Maritime Provinces and Newfoundland were in any way of a secondary character. We found larger schools, handsomer buildings, and more perfect equipment, but nowhere did we find the outcome of the training given more satisfactory than our own, and nowhere did we find an environment more conducive to the success of educated blind persons than that which exists in this section of the continent. I desire to express, on behalf of Mrs. Fraser and myself, my thanks to the several Superintendents who entertained us, and to the many officers and teachers who so kindly and cordially assisted us in our investigations.

CONCLUSION.

In conclusion, gentlemen, I wish to express my sincere thanks for the hearty and intelligent support which I have uniformly received from the members of the Board of Managers. The School has grown from a small institution to a large and flourishing establishment; and while I realize that the success of its internal management, and of the education imparted, may largely depend upon the personnel of the officers and teaching staff, I gratefully recognize the voluntary and unremunerated labors which have been performed by the members of the Board for the benefit of those who are deprived of sight and for the advancement of the school.

All of which is respectfully submitted,

C. F. FRASER, *Superintendent.*

(III.)

VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(INCORPORATED 1888.)

DIRECTORS:

Ex-officio — THE SUPERINTENDENT OF EDUCATION.
THE MAYOR OF HALIFAX.

MRS. J. MORROW,	MRS. H. H. FULLER,
MRS. DAVYS,	MISS E. RITCHIE.
MR. J. E. ROY,	MR. J. DEMPSTER,
DR. J. G. MACGREGOR,	MR. A. MCKAY,
MR. F. H. OXLEY,	MR. J. C. MACKINTOSH,
MR. D. KEITH,	MR. GEO. HARVEY,
MR. M. DWYER,	HON. SENATOR POWER.

Auditors.

MR. J. C. MACKINTOSH,	MR. D. KEITH,
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PresidentMAYOR HAMILTON.
Vice-President.....HON. SENATOR POWER.
TreasurerMR. F. H. OXLEY.
SecretaryMR. A. MCKAY.

TEACHING STAFF, 1898-99.

Principal.

PROF. H. M. ROSENBERG.

Assistant Teachers.

Mechanical Drawing.....J. T. LARKIN, Engineer.
Architectural Drawing.....H. E. GATES, Architect.

Saturday Class.

MISS M. GRAHAM.

REPORT OF THE SECRETARY, FOR 1898-99.

SIR:—I have the honor to submit herewith the report of attendance of students at the Victoria School of Art and Design, for the school year ended June 10th, 1899.

Life Class,	Forenoon	9
"	Evening	7
Cast	Forenoon	9
"	Afternoon	5
"	Evening	17

Children's Class	8
Water Color "	1
Pen and Ink "	1
China Painting "	5
Architectural "	16
Mechanical "	30
<hr/>	
Total for 1899	108
" 1898	96
<hr/>	
Increase.	12

From this table it appears that there has been an increase in the attendance of 12. The increase in interest and appreciation of real art has been still more marked. Mr. Rosenberg, the new Principal, himself an excellent artist, has awakened in the students a higher enthusiasm for art than has existed in the school since the retirement of Mr. Harvey.

Mr. Larkin, who for several years taught the Architectural class most acceptably, was compelled, owing to an increase in his professional duties, to retire. The vacancy was filled by the appointment of Herbert E. Gates, architect.

Respectfully submitted.

A. McKAY, *Secretary.*

A. H. McKAY, Esq., LL. D.,
Superintendent of Education.

TREASURER'S REPORT.

THE TREASURER *in account with* VICTORIA SCHOOL OF
ART AND DESIGN.

Endowment Fund:—

Amount from account, July, 1898.....	\$7727 40
Mr. J. Y. Payzant, subscription	50 00
	<hr/> \$ 7777 40

Building Fund:—

Amount from last account	8000 00
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Current Account Receipts:—

School fees paid.	\$ 550 42
Government grant.....	800 00
City grant	500 00
Interest received	260 04
	<hr/> 2110 46
	<hr/> \$17,887 86

Disbursements :

Salaries paid	\$1504 82
Rent	206 20
Fuel and light.	41 62
Advertising and printing.....	61 35
Insurance.	11 55
Models, supplies, and sundry bills	83 46
Janitor	76 00
Exhibition expenses	12 50
Prizes	20 00
	<hr/>
	\$2017 50
Balance from previous account.....	2543 39
Halifax City consols.....	4950 00
Deposit receipts.....	8100 00
Cash on hand	276 97
	<hr/>
	<u>\$17,887 86</u>

FRED. H. OXLEY,

*Halifax, July 31st, 1899.**Hon. Treasurer.*

(IV.)

HALIFAX MEDICAL COLLEGE.

EDWARD FARRELL, M. D. *President.*
A. W. H. LINDSAY, M. D..... *Registrar.*
G. CARLETON JONES, M. D. *Secretary.*

No. of regular Professors, 15 ; Lecturers and Demonstrators, 12.

No. of Undergraduates : First Year, 31 ; Second Year, 22 ; Third Year, 14 ; Fourth Year, 12 ; Total Undergraduates, 79 ; General Students, 1 ; Total Students, 80—seventy-four (74) males, six (6) females.

Institution founded in 1867, as Medical Faculty of Dalhousie College and University. Separated in 1876.

Total number of graduates in Medicine (M. D., C. M.) including those who have taken their diploma from Dalhousie University, 100 ; in Pharmacy (Ph. M.,) 7. Total graduates, 107.

The Thirty-first Session opened on August 31st, 1899, and will continue for the eight months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College.

A large wing has been added to the College, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over 4 years and has been carefully graded, so that the student's time is not wasted.

The following will be the curriculum for M. D., C. M. degrees :

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry, Anatomy, Practical Anatomy, Histology, Botany and Zoology.

(Pass Primary M. D., C. M. Examination, Sect. A., in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology).

2nd Year.—Organic Chemistry, Anatomy, Practical Anatomy, Materia Medica, Physiology, Pathological Histology, Practical Chemistry, and Practical Materia Medica.

(Pass Primary M. D., C. M. Examination, Sect. B., in Anatomy, Physiology, and Chemistry).

3rd Year.—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeutics, Dispensary, and Hospital.

(Pass Final M. D., C. M. Examination, Sect. A., in Medical Jurisprudence and Hygiene, Pathology and Bacteriology, Materia Medica and Therapeutics).

4th Year.—Surgery, Medicine, Gynaecology and Diseases of Children, Ophthalmology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital, and Vaccination.

(Pass Final M. D., C. M. Examination in Surgery, Clinical Surgery, Medicine, Clinical Medicine, Obstetrics, and Diseases of Women and Children).

(V.)

SCHOOL OF HORTICULTURE.

DIRECTOR—F. C. SEARS.

SIR,—I have the honor to submit the following report of work done in the School of Horticulture, during the school year of 1898-99.

No marked changes were made in the curriculum, though several minor ones were deemed advisable. The text book heretofore used in the advanced class in Botany is Bessey's "Essential Elements of Botany," a standard work, but one of which there is no recently revised edition, and it was thought best to substitute for it "Plant Life," by Prof. Charles Reid Barnes of the University of Chicago. This latter is a work which is thoroughly up to date, and one which devotes more than the usual amount of space to physiological botany, which should make it of more practical value to farmers' sons and daughters.

A special class was also organized for more extended study of the subject of soils and fertilizers than had previously been attempted. There is perhaps no other branch of agriculture about which further knowledge is more urgently needed, and it was attempted to make this work thoroughly practical, and, so far as possible, exhaustive. A few of the subjects included were as follows: The atmosphere and its work; the nature, function, and origin of soils; water and its work; capillarity, diffusion, osmosis and solutions as applied to the water in the soil; conservation of soil moisture; distribution of roots in the soil; drainage on the farm; food required by plants; nitrogen and nitrification; phosphoric acid and potash; care, preservation and application of barn-yard manures; commercial fertilizers; effect of tillage and fertilizers; green manures and fallows; rotation.

There were in attendance sixty-eight students—sixty-three from Nova Scotia, four from Prince Edward Island, and one from New Brunswick. A list of these is appended.

As heretofore a very important part of the work of the School of Horticulture has been the holding of farmers' institute meetings throughout the province. In this work we have co-operated with the Secretary for Agriculture and the President of the Farmers' Association. A greater number of these meetings were held this year than ever before, and they were well attended, and apparently greatly appreciated by those in attendance. It would seem that this phase of the work is particularly valuable, since it reaches those who could not otherwise be reached and, so far as the time allows, supplies them with the latest information on the subjects discussed. As a matter of record it may be well to include a list of the meetings

which I have had the pleasure of attending during the past year. They were as follows:—Kingston, Bear River, Weymouth, Port Maitland, Rockville, Yarmouth, Deerfield, Carlton, Pubnico, Barrington, Clyde River, Shelburne, Liverpool, North Brookfield, New Germany, Springfield, Falkland Ridge, Heatherton, Whycocomagh, C. B.: Bayfield, Ohio, Lochaber, Goshen, Upper South River, St. Andrew's, North River, Earltown, North Earltown, Tatamagouche, New Annan, Hantsport, and Williamstown.

I have the honor to be, Sir,
Your obedient servant,
F. C. SEARS.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

STUDENTS IN ATTENDANCE AT THE NOVA SCOTIA SCHOOL
OF HORTICULTURE, DURING THE YEAR 1898-99.

Chipman Archibald	Wolfville.
Earl Archibald	"
Edgar J. Archibald	"
R. McG. Archibald	Truro.
E. E. Archibald	Wolfville.
Fenton Aikin	Lower Montague.
Austen Bill	Lockeport.
Greta M. Bishop	Wolfville.
Percy Bishop	"
Edith Borden	"
J. A. Calkin	Port Williams Station.
A. H. Chipman	Kentville.
Edna C. Cook	Canso.
Edmund Crawley	Wolfville.
Fred Crawley	"
Mary Currie	"
George L. Dickson	Truro.
Gertrude Donkin	Wolfville.
George W. Elliott	New Ross.
Ernest R. Freeman	Milton.
Gertrude Hamilton	Wolfville.
Louis Harrison	Maccan.
Alice Huntington	Wolfville.
Allan Huntington	"
William Huntington	"
Kittie Heales	Starr's Point.
John C. Jones	Wolfville.
R. J. Leonard	Paradise.
V. S. Miller	Bear River.
C. A. Patriquin	Wolfville.
Thos. J. Piers	"
J. A. Porter	Deerfield.

George Prat.....	Wolfville.
Edward N. Rhodes	Amherst.
Roland R. Sanford.....	Wolfville.
Bernal Sawyer	"
Philip Sawyer.....	"
Alice Strong	"
Etta Suthern	Westport.
Edna Sutherland,	Wolfville.
Harold Tufts	"
Robie Tufts.....	"
Eunice Watts	Waterville.
Aubrey B. Webster.....	Coldbrook.
J. P. Bigelow	Wolfville.
Lottie M. Brown.....	Greenwich.
Lilla Davison	Halifax.
Thos. Calhoun.....	Wolfville.
M. E. Dexter	Milton.
Chas. Fitch	Wolfville.
Garfield Haynes.....	"
Andrew Johnson	"
Ernest H. Johnson.....	Port Williams Station.
Edward Johnson.....	Wolfville.
Olivia Johnson.	"
Lila M. Kempton	"
W. H. Longley	Paradise.
Howard Moore.	Wolfville.
J. Elliott Smith	"
Harry C. D. Starr	"
Joseph B. Tingley	"
Hazel Wortman	"

APPENDIX E.

EDUCATIONAL INSTITUTES.

(I.)

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

SIR :—I beg leave to submit the following report of the Thirteenth Annual Session of the Summer School of Science for the Atlantic Provinces of Canada, held at Campbellton, N. B., July 25th to August 9th, 1899.

The usual Calendar was issued early in the year giving an outline of the subjects to be studied, and other matters of interest to those preparing to attend the school. Students were thus enabled to read in advance the subjects to be studied at the school

The school was opened by a public meeting in the Assembly hall of the Campbellton High School, at which His Worship Mayor Murray presided, and extended a most cordial welcome to the visiting scientists, which was ably supplemented by W. A. Mott, M. P. P., Hon. C. H. Labillois and others.

From 8.30 a. m. to 1 p. m. each day, the classes met in the several class rooms and were instructed in the different subjects of the course by specialists in the subjects undertaken, and admittedly the leading educationists of the Atlantic Provinces.

The afternoon of each day was devoted to field work and excursions.

The enrolment of members numbered 206,—from New Brunswick, 170 ; from Nova Scotia, 24 ; from P. E. Island, 8 ; from U. S. America, 2 ; Ontario, 1 ; and from Quebec, 1.

The excursions this year, on account of the splendid opportunities offered by Campbellton, were a special feature of the school. Sugar Loaf towering skyward 1000 ft. and Squaw Cap with its altitude of 2000 ft. were climbed. A day was devoted to the exploration of Morrissey's Rock with its tunnel and the far famed Metapedia Valley. Several other points of interest were visited including Carleton, Que., Mission Point, Dalhousie, etc.

The programme of evening meetings was an excellent one, which was admirably carried out. It included lectures, concerts, round table talks, and an "Evening with the Microscope," conducted by D. Bryce Scott, Esq., of Moncton. Lectures were delivered on Canadian Literature by Hon. J. W. Longley; Geology by Dr. Bailey; Astronomy by Mrs. Travis; Agriculture, by W. W. Hubbard, Esq.

At no previous session of the school was greater hospitality shown the members than was shown by the inhabitants of Campbellton. Their interest in the school was evident throughout the entire fortnight, which together with the magnificent scenery and opportunities offered for scientific research by Campbellton and vicinity, made the session of 1899 one that will long be remembered with pleasure.

The next session of the School will be held at Bear River, N. S., July 26th to August 10th, 1900.

Appended is a list of officers and instructors, also a financial statement.

I have the honor to be, your obedient servant,

J. D. SEAMAN, *Secretary.*

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

OFFICERS:

President.

PRIN. W. R. CAMPBELL, M. A. Truro, N. S.

Vice-Presidents.

PRIN. S. A. STARRATT Yarmouth, N. S.

G. U. HAY, M. A. St. John, N. B.

PRIN. J. LANDRIGAN Charlottetown, P. E. I.

Secretary-Treasurer.

PRIN. J. D. SEAMAN Charlottetown, P. E. I.

Local Secretary.

W. E. READ Bear River, N. S.

Board of Directors.

THE PRESIDENT, SECRETARY, DR. BAILEY, G. J. OULTON, M. A.,

PROF. BRITAIN, A. CAMERON.

FACULTY:

Botany.

G. U. HAY, M. A. St. John, N. B.

J. VROOM St. Stephen, N. B.

Anhydrous Chemistry.

PROF. W. W. ANDREWS, M. A. Sackville, N. B.

Chemistry.
W. H. MAGEE, PH. D. Parrsboro', N. S.

Elocution.
IRA S. BROWN St. John, N. B.

English Literature.
PRIN. A. CAMERON Yarmouth, N. S.

Geology.
L. W. BAILEY, PH. D. Fredericton, N. B.

Kindergarten:
MRS. S. B. PATTERSON. Truro, N. S.

Music (Tonic-Sol-Fa.)
ADA F. RYAN Halifax, N. S.

Pedagogics.
J. B. HALL, PH. D. Truro, N. S.

Physics and Meteorology.
W. R. CAMPBELL, M. A. Truro, N. S.

Physiology and Hygiene.
S. A. STARRATT. Yarmouth, N. S.

Zoology and Entomology.
G. J. OULTON, M. A. Moncton, N. B.
F. A. DIXON, M. A. Sackville, N. B.

FINANCIAL STATEMENT.

<i>Receipts.</i>	
Balance from 1898.....	\$ 17 02
Government Grant, Nova Scotia	100 00
" " New Brunswick	100 00
Registration fees.....	262 00
Proceeds of concerts	75 15
Advertisements in calendar	20 00
	<u>\$574 17</u>

<i>Expenditure.</i>	
Printing, advertising, stationery.....	\$ 96 92
Calendars	52 00
Postage, freight, expressage, etc.....	44 91
Instructors and officers.	320 00
Class expenses	19 81
Sundries	32 56
Balance.	7 97
	<u>\$574 17</u>

(II.)

TEACHERS' INSTITUTES.

DIGBY AND ANNAPOLIS.

The teachers of Inspectorial District No. 4, embracing Annapolis and Digby counties, met in annual session on May 25th and 26th. The regular meetings were held in the principal's department of the Weymouth School building.

At 10 a. m. on Thursday, the 25th of May, the president, L. S. Morse, M. A., called the meeting to order, and on motion R. G. D. Richardson was elected Secretary-treasurer. The minutes of the last meeting, held at Annapolis, were read and approved. The enrolment then took place, nearly ninety—several of whom were from Yarmouth county—becoming members of the institute.

At the suggestion of Inspector Morse, Principal J. S. Layton, of Annapolis, was appointed reporter to the *Halifax Herald*, Principal W. J. Shields, of Bear River, to the *Morning Chronicle*, and Principal J. A. Benoit, of Church Point, to the *Educational Review*.

Principal Harlowe, of Weymouth, was called on to open the programme with his paper entitled, "Are teachers sufficiently paid?" This paper answered the question in the negative, and discussed the reasons and remedies. By quoting statistics from the other provinces and from European countries he showed that, barring the exception of our academic teachers, the profession was more poorly remunerated in Nova Scotia than elsewhere. By comparison with other professions, he showed more conclusively that teachers are underpaid. This comparison, however, he admitted to be scarcely fair, considering two elements that enter into the question—period of training and individual ability. The best teachers are not the best paid. The causes he assigned for this state of affairs were threefold: (1) Excess of supply, and consequent competition, especially among female teachers. (2) Lack of recognition of teaching as a profession. (3) Financial condition of sections. He suggested as a remedy the raising of the standard and union among teachers. The subject was discussed by Principals Shields, Layton, Trask, Bingay and James. The object of the teachers' union was explained, and members of the institute were strongly advised to become members of that organization.

This discussion was closed by the president, and Mr. Denton was called on for his paper, "Nature study and its place." Curiosity leads to nature, and as this can be best aroused by the teacher, the great men of that profession have gone to nature. Each plant has its lesson and reveals the omniscience of its creator. True pleasure comes from knowledge of nature. This paper was commented upon by Messrs Benoit, Trask, Rogers, Shields and Longley, and by

Miss Atwood, each emphasizing that the child mind turns readily to nature, and giving illustrations from personal experiences with pupils.

On motion the institute adjourned to meet at 2 p. m.

AFTERNOON SESSION.

The programme of the afternoon session began with a paper on "Drawing," by Miss B. G. James. Everyone, said the writer, has not talent but can cultivate a taste. Outline drawing is a science not an art. Drawing is a necessary adjunct of all sciences, and should therefore be assiduously followed up. Each pupil should draw from the object and not from a drawing of the object. The teacher should carefully prepare the drawing lesson. The paper contained practical suggestions as to methods. A vigorous discussion followed. I. M. Longley thought that teachers should go ahead whether they made mistakes or not. S. H. Rogers found drawing hardest to teach. K. C. Denton thought some teachers spend too much time in drawing. A. C. Harlowe criticized the prescribed books thinking that a teacher should select objects at his discretion. In defence of the books, J. S. Layton said they gave something definite to follow.

The President called on Prof. Russell of the Normal School, for his paper on "Geology." The professor remarked that the inspectorate which this institute represented sent the best students to the Normal School. He had found Weymouth and vicinity very interesting geologically. His paper dealt with the teaching of geology and mineralogy. He put special stress on the fact that teachers must be energetic and make the pupil an investigator for knowledge. Learning by rote is useless. The acquisition is the education. Inorganic substances are simpler than organic and therefore easier studied. From these premises he deduced the theory that geology should be the most popular science study. The professor showed how other sciences depend on this primary one. The lecture was accompanied by a description, with the aid of a map, of the topography of south-west Nova Scotia. After the lecture was completed, Mr. Russell explained how the Normal School is a distributing centre for specimens.

A. H. MacKay, LL. D., Superintendent of Education, had arrived during the lesson just given, and being escorted from the train by I. M. Longley and the secretary of trustees of Weymouth, was enthusiastically received by the members. On rising he said that teachers should not be afraid of saying "I don't know," when they do not. Each plant has a history as wonderful in its way as that of a human being. The discussion was continued by Messrs. Shields, Longley, and by Rev. Mr. Harris.

The secretary being called on gave his lesson on "The Telephone." It was taught as to a combined B and D class. As the pressure now put on pupils forces them into these grades at an early age, he believed it best to begin with the study of the concrete, and therefore took up the telephone in beginning to teach electricity. The battery receiver, and magneto were in turn examined and the connections and functions explained. The Superintendent and others made brief comments and the meeting adjourned.

THURSDAY EVENING.

The evening session was open to the general public and held in the public hall. A large number of the citizens of Weymouth were in attendance.

The speakers of the evening, Inspector Morse, Dr. MacKay, Prof. Russell and Revs. Sullivan, Harris, Giffen and Turner were on the platform. The speeches of the evening were interspersed with selections rendered by the Weymouth orchestra and with a reading by Miss James.

After Inspector Morse in an appropriate speech paid a compliment to the citizens of the town he called on the principal speaker of the evening, Dr. Mackay. On rising, the Superintendent spoke of his pleasure at being in Weymouth; but said it would afford him more pleasure to listen than to speak. Some people had an idea that the teachers were out on a holiday; but his idea was that this was one of their busiest and most helpful experiences. Referring to the French people forming so important a portion of the district, Dr. MacKay reminded the audience of the time when England was conquered and uplifted by France. After the preliminary remarks, the speaker rehearsed some of the criticisms of the present school system and showed that the compromise made is best suited for present needs. But science is needed most in the curriculum for each has a living to make. The highest classes are engaged in a more laborious routine than the lowest classes. The best legislators and business men come from the farm. Competition has become so strong that a man without scientific knowledge may expect to take a second place in the struggle for profits. Germany has underbid England because she has the scientific knowledge. By quoting statistics the speaker proved that education pays in Massachusetts. Agriculture, being the foundation of other occupations, should be dealt with scientifically, as are the others. Referring to the mistakes made by our fathers and from which we suffer, he said that slowly but surely we are rectifying them, as witness the spelling of the "Standard" Dictionary. He thought the next changes made would be the introduction of the metric system and stenography.

Rev. J. J. Sullivan spoke of the immense influence of the public school and especially of the primary school. The other gentlemen gave short pithy addresses. This session adjourned by singing "God Save the Queen."

FRIDAY MORNING

At 9.15 a. m. the business of electing officers was taken up. The following was the unanimous vote of the institute:—

<i>Vice-President</i>	I. M. LONGLEY.
<i>Secty.-Treasurer</i>	R. G. RICHARDSON.
<i>Executive Committee</i>	{ J. S. LAYTON.
	{ A. C. HARLOWE.
	{ N. W. HOGG.
	{ MISS AURELIA BANKS.

The subject of delegates to the Provincial Association was discussed; but no action was taken, there being an uncertainty as to whether it would meet this year.

Principal Layton being called on, came forward with a practical lesson in Chemistry. In his preliminary remarks he said every man, and especially every business man, should have a knowledge of chemistry. It is at the bottom of all a boy's joys and sorrows and it is easy to interest him in it. Chemistry memorized from a book is of no use. Grades VII. and VIII. can best be taught by simple experiments. The small progress generally made is due to the lack of preparation by the teacher. The powers of observation not the imagination, should be cultivated by the study of chemistry. Taking up the practical part of the lecture he taught, with home made apparatus, the "Chemistry of a Candle." Several valuable hints about apparatus were given.

Principal Benoit furnished the next item on the programme in his lesson "Method in cube root." It was taught to Grade IX. After eliciting with some difficulty the definition from his class, he proceeded to write down the cubes of the numbers. The lesson was taught with the aid of cubes made by his pupils. An adequate description of this admirable lesson would be impossible. His patience and pedagogical skill were apparent to all. In the discussion which followed Messrs. Rogers, Shields and Richardson took part.

Being called away by office duties Dr. MacKay was compelled to leave at this stage of the session. In his remarks he showed that the excess of teachers demanded a raising of the standard, such as was announced this year.

Principal Trask had been assigned the subject of "Elementary Arithmetic." He gave to the institute the methods he employed in his own school. Arithmetic, he said, should be taught the same as Reading. If it were, more pupils would pass through Grade VII. He estimated that 50 per cent. left school at that stage. The memory is the chief element in the simple rules of Arithmetic and should therefore be cultivated. Rapidity and precision should go together. Addition, multiplication and subtraction were taken up in this manner; and his methods illustrated by the calculations of a young lad. After a few remarks by J. A. Benoit on mental discipline, the meeting adjourned at 12.15.

FRIDAY AFTERNOON.

At 2 o'clock the teachers were in their places to listen to Principal Cameron, of Yarmouth, in his "Talk on Literature." Unfortunately the subject of the talk had not been generally known, but an interesting discussion on Lycidas took place. Teachers are not necessarily walking encyclopedias. Some questions, he said, he would and could answer, some he could and would not, and some he could not. Questions were asked by J. S. Layton, W. J. Shields, R. G. D. Richardson, and others took part in the discussion. The hour passed very quickly and profitably.

Miss Alice Atwood then read her paper on "Busy Work in Primary Grades." The teacher of the primary school is confronted with the problem "How can I keep the children pleasantly and profitably employed." The writer urged that the teacher give a variety of work and see that it is done thoroughly. Drawing and writing for younger pupils is excellent desk work. There were many suggestions of methods in this paper.

Mr. Bingay was down for "Local Geography." This was taken up in the form of an oral lesson on geography. The theory of the teacher was, that with proper training, a pupil could deduce nearly all the geography necessary from the data of latitude and surface. This was illustrated by the conclusions drawn from a map of India, which was on the blackboard. He urged strongly the study of the map. Rev. Mr. Harris, Messrs. Harlowe and Cameron discussed the subject briefly. Mr. Butler thought that the data must include the geological formation.

The programme being completed, business was resumed. A communication was received from the teachers and trustees of Middleton, giving a cordial invitation to the institute for the summer of 1900. After considerable discussion it was decided to leave the matter of location entirely in the hands of the executive. Cordial votes of thanks were tendered Mr. A. C. Harlowe for the unprecedented good management of the preparations for the institute; to the people of Weymouth for their cordialty, and free use of the public hall; to the trustees for the free use of their fine school building; to the orchestra and to Miss James for their kindness in furnishing the excellent programme at the public meeting; and to the railway authorities for reduced rates of travel.

The following resolutions were passed by the institute.

Resolved, That in view of the onerous duties of that office, the Sec.-Treasurer be allowed the sum of five dollars in place of the former three dollars in compensation for the performance of his duties.

Resolved, that the institute add to its officers, auditors of the accounts.

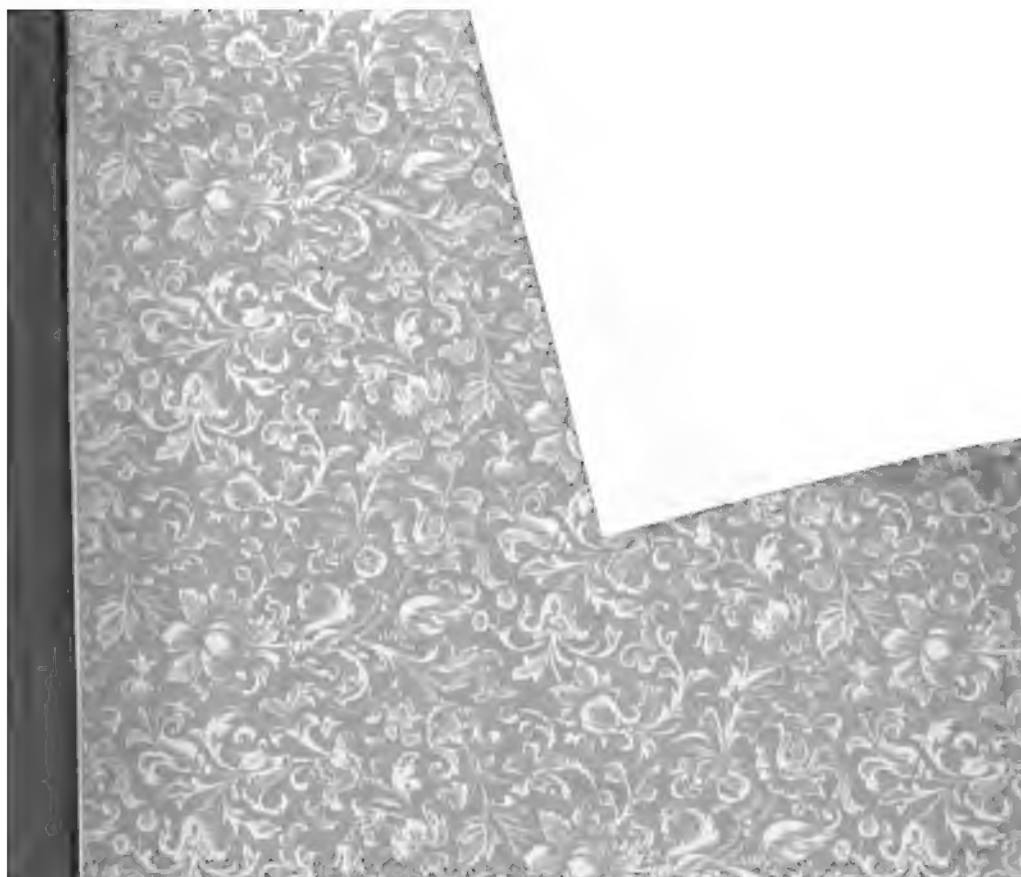
It was decided to leave the payment of bills to the executive. The finances were reported to be in a flourishing condition, with a considerable balance in favor of the institute. Messrs. H. B. and N. W. Hogg were appointed auditors for the ensuing year.

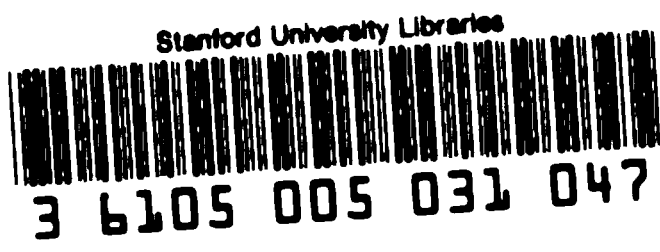
The programme as arranged by Inspector Morse and Principal Shields was well worth the commendation of the body of teachers. Mr. Harlowe left nothing undone to ensure the welfare of the institute. The number of visitors was large and they aided materially in sustaining the interest of the meetings. The citizens of Weymouth had generously arranged an excursion to Digby Neck by steamer, but unfortunately the length of the programme did not permit the acceptance of the invitation. On motion this most interesting session adjourned at 4.30.

R. G. D. RICHARDSON, *Secretary*.









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